

# The Arts Dynamic

---

A Survey and Analysis of Arts Education  
in San Antonio Area Schools  
for the 1999-2000 School Year

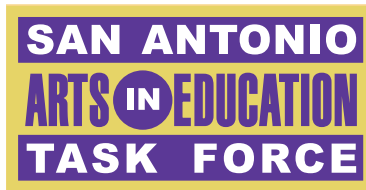
Commissioned by the San Antonio Arts in Education Task Force

Researched and written by  
Denise Casanova, B.Ed. [Hons], Adv.Dip.  
Noël "Bella" Merriam-Gourley, M.F.A., M.B.A.

Statistical analysis reviewed by  
Peter Bonner, Ph.D.

Funded by a grant from  
the Kronkosky Charitable Foundation  
with additional support from  
the City of San Antonio Office of Cultural Affairs  
the John Newman Charitable Trust  
the San Antonio Area Foundation





## Mission Statement

The San Antonio Arts in Education Task Force promotes the Arts as essential to human development and advances opportunities for equal access to superior art education for all in the San Antonio Community.

The following individuals and institutional members of the San Antonio Arts in Education Task Force have contributed financially to the printing and dissemination of this report:

Magik Children's Theatre  
McNay Art Museum  
San Antonio Museum of Art  
SAY Sí  
Michael J. Schroeder  
SHARE (Students Help Art Reach Everyone)  
Southwest School of Art and Craft  
Visual Thinking Strategies

Photo credits © 2001 Noël "Bella" Merriam-Gourley. All rights reserved.

© 2001 San Antonio Arts in Education Task Force

© 2001 Noël "Bella" Merriam-Gourley for The Arts Dynamic theory and "Making the Arts Dynamic" essay. All rights reserved.

Permission to copy, to disseminate, or to otherwise use information from this report is granted as long as appropriate acknowledgment of the source and author(s) is given.

Art Direction & Design by Martha Martinez-Flores  
Printing: \_\_\_\_\_

This report is available in PDF format at [www.artsdynamic.org](http://www.artsdynamic.org).



# Acknowledgements



A project like *The Arts Dynamic* report happens only with the efforts of many individuals and organizations.

Our researchers and writers, Denise Casanova and Noël “Bella” Merriam-Gourley, have been tireless, thorough, patient, and thoughtful. Peter Bonner’s review of our statistical data has been invaluable and has insured the appropriateness of the observations and issues raised in this report.

Suzanne Armstrong provided unstinting continuity, cajoling, and cataloguing of responses. Janet Ziegler and Camille Bach at their respective school districts counted, sometimes by hand, the arts education students and classes, because they knew how critical the data is. Countless other individuals in school districts and arts organizations responded to questionnaires and provided information.

Rose Glennon gave countless hours and editorial expertise honing the work of many voices and points of view. Additional editorial committee members, Delia Rodriguez, Camille Bach, and Juliana Field helped refine and focus the report. Martha Martinez Flores masterfully designed the report with a clear understanding of its importance, and of the need for attractive, readable, and useful presentation of the data.

Ellen Alderson assembled a mailing list and distribution plan with a clear understanding of the importance of this report and the necessity of its broad readership.

The institutions and organizations whose staff members are involved with the San Antonio Arts in Education Task Force have supported this report and the ongoing work of the Task Force through the staff hours, systems, and materials they have shared. These include Arts San Antonio, Guadalupe Cultural Arts Center, the McNay Art Museum, San Antonio Independent School District, SAY Sí, and Southwest School of Art & Craft. In addition, the directors of all institutions that are the members of the Cultural Alliance of San Antonio have supported the project by their interest and enthusiasm.

Throughout the state, region, and nation, school districts which were asked for information responded generously and with strong collegial support.

This report would not be possible without a generous grant from the Kronkosky Foundation. Throughout the process, Palmer Moe and Megan Kromer were allies with the Task Force and were indispensable to the life of the project. Additional funding came from Office of Cultural Affairs, City of San Antonio.

Finally, we thank all the schools, teachers, principals, parents, students, super-intendents, school boards, parent-teacher organizations, politicians, cultural arts organizations, and artists who care enough about the arts in the life of the San Antonio community to do something to make a difference.

In short, we are grateful to everyone who has helped make this report possible.

Jon Hinojosa / Jim LaVilla-Havelin  
Co-chairs of the San Antonio Arts in Education Task Force









October, 2001

Dear Reader,

In 1999, a group of concerned arts educators met to explore ways to improve fine arts education in San Antonio. From that initial meeting, the San Antonio Arts in Education Task Force began. To fulfill its mission, the Task Force posed some difficult questions about the state of arts education in the San Antonio community:

- a) As citizens of San Antonio, are we providing each child with a complete education, an education that includes the arts?
- b) How do our schools compare, in terms of arts education, with those in other Texas cities and in cities around the nation?
- c) How can we join forces—educators, administrators, parents, arts agencies, and funding sources—to provide all San Antonio students with a superior arts education?

Armed with these questions, the Task Force set out to take a snapshot of fine arts education in San Antonio in order to formulate realistic goals for the future. Assessing the state of San Antonio arts education required cooperation from administrative staff in all area school districts. Without the individuals in the superintendents' offices who answered our questionnaires and phone calls, we could not have produced this report. We thank them for their help, as well as that of staff at cultural arts organizations who shared their statistics.

*The Arts Dynamic* brings to the community that snapshot of arts education in San Antonio public school districts, based on data for the 1999-2000 academic year. Some answers are unexpectedly positive, while others are not at all surprising. This report can, we hope, serve as both a tool for constructive new action plans and the beginning of creative dialogue about the role of the arts in education and in our lives. Just as the fine arts themselves help us to solve problems creatively, this report can help us meet the challenge of providing all San Antonio students with a superior education that includes the arts. We also hope that you, the reader, will ask even more questions about the arts in education, thus stimulating further research, and advocacy.

**San Antonio Arts in Education Task Force**





The child who **danced** in the hallway, one hopes, has danced again, so that the impulse that originally moved him to dance become part of his emerging consciousness, aiding in the expansion of his ability to articulate, aesthetically, the subtleties and contours of his experience. But let his dance also be a reminder of the fragile hold these impulses have in our own lives if they are not nurtured and sustained, if they are seen as infantile expressions rather than the building blocks of a way of life that encourages an individual's right to perceive and understand more fully. As one eleven-year-old child one said to me in his poem;

Without **poetry** our world would be locked within itself.

*Living by Wonder: The Imaginative Life of Childhood* by Richard Lewis  
Parabola Books in assoc. w/ Touchstone Center Publications 1998/NY



# Contents

## Explanatory Notes

### Snapshots of Fine Arts Education

#### National Focus

SNAPSHOT: Studies reveal the impact of Fine Arts Education

#### Local Focus

SNAPSHOT: Students in San Antonio Public Schools

SNAPSHOT: Elementary Schools, Grades K–5

SNAPSHOT: Middle Schools, Grades 6–8

SNAPSHOT: High Schools, Grades 9–12

SNAPSHOT: San Antonio’s Cultural Arts Organizations

Observations and Issues

### Data Collected

Figures 1-99

### Individual District Profiles & Comparison by Size

Profiles of School Districts in Alphabetical Order

The Three Largest School Districts

The Three Medium-Sized School Districts

The Four Smallest School Districts

### Making The Arts Dynamic in our Community

Why the Fine Arts in Education Are Vital

The Dynamic Arts, Intrinsically Transforming

The Arts Dynamic, an Extrinsic Force in Teaching Other Subjects

How to Evaluate What Arts Education is Available for Your Child

What You Can Do to Support Fine Arts in Education in San Antonio

For Future Study and Publication

### Appendices

Questionnaire to School Districts

Questionnaire to Cultural Arts Organizations

Comparison Data with Other School Districts

### Resources Worth Consulting

Web Sites for San Antonio Area Cultural Arts Resources

Web Sites for San Antonio Area Cultural Arts Resources

Web Sites for Arts Education Information and Reports



## Data Collected

Figure 1	Bexar County School Districts By Community Type 1999-2000
Figure 2	Bexar County School Districts By Property Wealth 1999-2000
Figure 3	District Size By Student Enrollment 1999-2000
Figure 4	Student Demographics By District 1999-2000
Figure 5	Number Of Schools By District Type 1998-1999
Figure 6	Total Number Of Teachers By Districts 1999-2000
Figure 7	Total Revenue Per Pupil 1999-2000
Figure 8	Total Operating Expenditure Per Pupil 1999-2000
Figure 9	Instructional Expenditure Per Pupil 1999-2000
Figure 10	Taas % Students Passing-All Tests-All Grades Spring 2000
Figure 11	Fine Arts Programs 1999-2000: Kinder
Figure 12	Fine Arts Programs 1999-2000: Grades 1-5
Figure 13	Fine Arts Programs 1999-2000: Grades 6-8
Figure 14	Fine Arts Programs 1999-2000: Grades 9-12
Figure 15	Enrollment In Fine Arts Programs 1999-2000: Kinder
Figure 16	Enrollment In Fine Arts Programs 1999-2000: Grades 1-5
Figure 17	Enrollment In Fine Arts Programs 1999-2000: Grades 6-8
Figure 18	Enrollment In Fine Arts Programs 1999-2000: Grades 9-12
Figure 19	Average Kinder Enrollment In Fine Arts Programs/ All Districts
Figure 20	Average Grades 1-5 Enrollment In Fine Arts Programs/ All Districts
Figure 21	Average Grades 6-8 Enrollment In Fine Arts Programs/ All Districts
Figure 22	Average Grades 9-12 Enrollment In Fine Arts Programs/ All Districts
Figure 23	Fine Arts Teacher Distribution 1999-2000: K-5
Figure 24	Fine Arts Teacher Distribution 1999-2000: Grades 6-8
Figure 25	Fine Arts Teacher Distribution 1999-2000: Grades 9-12
Figure 26	Average Contact Hours Per Week: Kinder
Figure 27	Average Contact Hours Per Week: Grades 1-5
Figure 28	Average Contact Hours Per Week: Grades 6-8
Figure 29	Average Contact Hours Per Week: Grades 9-12
Figure 30	Specialist Fine Art Teacher Distribution: Grades 1-5
Figure 31	Specialist Fine Art Teacher Distribution: Grades 6-8
Figure 32	Specialist Fine Art Teacher Distribution: Grades 9-12
Figure 33	Arts Organizations Identified By School Districts As Having Served Schools 1999-2000, Offering More Than One Arts Discipline



Figure 34	Arts Organizations Identified By School Districts As Having Served Schools 1999-2000, Offering Predominantly Visual Arts
Figure 35	Arts Organizations Identified By School Districts As Having Served Schools 1999-2000, Offering Predominantly Music
Figure 36	Arts Organizations Identified By School Districts As Having Served Schools 1999-2000, Offering Predominantly Theatre
Figure 37	Arts Organizations' Outreach 1999-2000 - Visual Arts
Figure 38	Districts' Visits To Arts Organizations On-Site 1999-2000
Figure 39	Arts Organizations' Outreach 1999-2000 - Music
Figure 40	Districts' On-Site Visits To Arts Organizations 1999-2000 – Music
Figure 41	Arts Organizations' Outreach 1999-2000 – Dance
Figure 42	Arts Organizations' Outreach 1999-2000 – Theatre
Figure 43	Arts Organizations' Outreach 1999-2000 – Writing
Figure 44	Texas School Districts By Property Wealth
Figure 45	District Size By Student Enrollment 1999-2000 – Texas Peer Districts
Figure 46	Student Demographics By District 1999-2000 – Texas Peer Districts
Figure 47	Number Of Schools By District And Type 1998-1999 – Texas Peer Districts
Figure 48	Total Number Of Teachers 1999-2000 – Texas Peer Districts
Figure 49	Total Revenue Per Pupil 1999-2000 – Texas Peer Districts
Figure 50	Total Operating Expenditure Per Pupil 1999-2000 – Texas Peer Districts
Figure 51	Instructional Expenditure Per Pupil 1999-2000 – Texas Peer Districts
Figure 52	Taas % Students Passing – All Tests – All Grades Spring 2000 – Texas Peer Districts
Figure 53	Fine Arts Programs: Kinder – Texas Peer Districts
Figure 54	Fine Arts Programs: Grades 1-5 – Texas Peer Districts
Figure 55	Fine Arts Programs: Grades 6-8 – Texas Peer Districts
Figure 56	Fine Arts Programs: Grades 9-12 – Texas Peer Districts
Figure 57	Enrollment In Fine Arts Programs: Kinder – Texas Peer Districts
Figure 58	Enrollment In Fine Arts Programs: Grades 1-5 – Texas Peer Districts
Figure 59	Enrollment In Fine Arts Programs: Grades 6-8 – Texas Peer Districts
Figure 60	Enrollment In Fine Arts Programs: Grades 9-12 – Texas Peer Districts
Figure 61	Enrollment In Fine Arts Programs As % Of All Students Grades K-5 – Texas Peer Districts
Figure 62	Enrollment In Fine Arts Programs As % Of All Students Grades 6-8 – Texas Peer Districts
Figure 63	Enrollment In Fine Arts Programs As % Of All Students Grades 9-12 – Texas Peer Districts
Figure 64	Fine Arts Teacher Distribution 1999-2000: K-5 – Texas Peer Districts
Figure 65	Fine Arts Teacher Distribution 1999-2000: Grades 6-8 – Texas Peer Districts
Figure 66	Fine Arts Teacher Distribution 1999-2000: Grades 9-12 – Texas Peer Districts



Figure 67	Average Contact Hours Per Week: Kinder – Texas Peer Districts
Figure 68	Average Contact Hours Per Week: Grades 1-5 – Texas Peer Districts
Figure 69	Average Contact Hours Per Week: Grades 6-8 – Texas Peer Districts
Figure 70	Average Contact Hours Per Week: Grades 9-12 – Texas Peer Districts
Figure 71	% Of Fine Arts Teachers: Texas Peer Districts
Figure 72	Specialist Fine Art Teacher Distribution: Grades 1-5 – Texas Peer Districts
Figure 73	Specialist Fine Art Teacher Distribution: Grades 6-8 – Texas Peer Districts
Figure 74	Specialist Fine Art Teacher Distribution: Grades 9-12 – Texas Peer Districts
Figure 75	School Characteristics For Peer Groups
Figure 76	San Antonio And Peer Districts' Student And School Data
Figure 77	Student Demographics By District – National Peer Districts
Figure 78	Number Of Schools By District And Type – National Peer Districts
Figure 79	Total Number Of Teachers By District 1998-1999 – National Peer Districts
Figure 80	Fine Arts Programs: Kinder – National Peer Districts
Figure 81	Fine Arts Programs: Grades 1-5 – National Peer Districts
Figure 82	Fine Arts Programs: Grades 6-8 – National Peer Districts
Figure 83	Fine Arts Programs: Grades 9-12 – National Peer Districts
Figure 84	Enrollment In Fine Arts Programs: Grades K-5 – National Peer Districts
Figure 85	Enrollment In Fine Arts Programs: Grades 6-8 – National Peer Districts
Figure 86	Enrollment In Fine Arts Programs: Grades 9-12 – National Peer Districts
Figure 87	Enrollment In Fine Arts Programs As % Of All Students Grades 1-5 – National Peer Districts, Miami-Dade And Long Beach
Figure 88	Enrollment In Fine Arts Programs As % Of All Students Grades 6-8 – National Peer Districts, Miami-Dade And Long Beach
Figure 89	Enrollment In Fine Arts Programs As % Of All Students Grades 9-12 – National Peer Districts, Miami-Dade And Long Beach
Figure 90	Fine Arts Teacher Distribution 1999-2000: Grades K-5 – National Peer Districts
Figure 91	Fine Arts Teacher Distribution 1999-2000: Grades 6-8 – National Peer Districts
Figure 92	Fine Arts Teacher Distribution 1999-2000: Grades 9-12 – National Peer Districts
Figure 93	Average Contact Hours Per Week: Kinder – National Peer Districts
Figure 94	Average Contact Hours Per Week: Grades 1-5 – National Peer Districts
Figure 95	Average Content Hours Per Week: Grades 6-8 – National Peer Districts
Figure 96	Average Contact Hours Per Week: Grades 9-12 – National Peer Districts
Figure 97	Specialist Fine Arts Teacher Distribution: Grades 1-5 – National Peer Districts
Figure 98	Specialist Fine Arts Teacher Distribution: Grades 6-8 – National Peer Districts
Figure 99	Specialist Fine Arts Teacher Distribution: Grades 9-12 – National Peer Districts



# Explanatory Notes

## DATA COLLECTION

### Districts Surveyed

Researchers selected 16 districts from the 18 public school districts located within the geographic boundaries of “Bexar County, Texas,” on the Region 20 map of the Texas Education Agency (TEA). Each district was sent a cover letter, research proposal, and questionnaire (See Appendix). School districts were asked to provide data for the 1999-2000 academic year.

### District Responses Received

Two districts, Medina Valley and Boerne, were not sent questionnaires due to their remoteness from San Antonio proper. Of the 16 surveyed, these 13 responded:

Alamo Heights	East Central	Edgewood
Fort Sam Houston	Harlandale	Judson
Lackland	North East	Northside
Randolph	San Antonio ISD	South San Antonio
Southside		

### District order

In most data listings in this report, districts are listed according to size, from the largest district responding (Northside) to the smallest (Lackland). In the District Fine Arts Education Profiles, however, district pages are listed in alphabetical order for ease of access.

### Cultural Arts Organizations Responding to Survey

Each of the following community arts organizations was sent a cover letter, research proposal, and questionnaire (sample p. \_\_):

ARTS San Antonio, ArtsTeach	San Anto Cultural Arts, Inc.
Carver Community Cultural Center	San Antonio Children’s Museum
City of San Antonio Community Initiatives (Urban SmARTS)	San Antonio Dance Umbrella
Class Acts	San Antonio Museum of Art
Guadalupe Cultural Arts Center	San Antonio Symphony
Gemini Ink	SAY Sí
Jump-Start Performance Co.	Southwest School of Art and Craft
Magik Children’s Theatre	Visual Thinking Strategies
McNay Art Museum	The Witte Museum





**Cautionary Note:****Interpreting Questionnaires and Responses**

When Task Force researchers began collating questionnaire responses from both districts and arts organizations, it was clear that the questions asked were not always understood by respondents as the Task Force intended. Some districts may have responded with information for the year when the questionnaires were sent (2000–2001) rather than for 1999–2000.

In addition, school districts and cultural arts organizations do not all have ready access to arts education information. Not every district or cultural arts organization has a computer program set up for tracking student enrollment in arts classes or student participation at community arts events and agencies. Existing computer systems are not geared for sorting these kinds of data and, in several instances, staff at participating school districts and cultural arts organizations manually compiled the data for this report.

When identifying the number of schools in each district Figure 5 and the district profiles utilized 1998-1999 information, the most up to date information available by compilation time.

**FREQUENTLY USED TERMS****Alternative school, alternative campus**

An alternative campus is defined as a separate program within its own building, having its own administration, campus identification number, and budget. Alternative campus programs fall into three categories: Alternative Education Programs for Behavior Management/Discipline; Compensatory and Accelerated Instruction for At-Risk Students; and Juvenile Justice Alternative Education Programs.

**Arts education, or fine arts education**

Term generally refers to education in one or more specific fine arts disciplines, whether the disciplines are taught separately or integrated into other curriculum areas.

**Arts Magnet**

A school, usually high school, that provides a rigorous academic environment with curriculum designed to encourage artistic excellence, integration of multiple arts disciplines, and authentic assessment.

**Contact hours**

The number of hours per week a specific fine arts specialist has with students.

**Drama, or creative drama**

Informal creative dramatic activities in classrooms, such as role playing of literary figures, writing dramatic dialogues between historical figures, or dramatizing scientific or mathematical principles; the term is not used in reference to speech or forensic activities.



**Economically disadvantaged**

Term used by Texas Education Agency for students who (a) are from a family with an annual income at or below the official federal poverty line; (b) are eligible for Temporary Assistance to Needy Families (TANF) or other public assistance; (c) have received a Pell Grant or comparable state program of need-based financial assistance; (d) are eligible for programs assisted under Title II of the Job Training Partnership Act (JTPA); (e) are eligible for benefits under the Food Stamp Act of 1977.

**Fine arts**

In this report, the terms arts and fine arts refer to dance, music, theatre, and visual arts.

**ISD, or Independent School District**

Traditionally this term has applied to every San Antonio area public school district included in this report. For brevity in this report, ISD has only been used with San Antonio ISD in order to distinguish the school district from the city.

**School types**

Term refers to grade level sections (pre-schools, elementary schools, middle schools, high schools), as well as specialized schools for more specific categories of students (see alternative schools and arts magnet schools).

**TEA**

Texas Education Agency, the major agency for oversight of education in the state of Texas. Log on to [www.tea.state.tx.us](http://www.tea.state.tx.us) for a wealth of information on educational policies, teacher information, schools, maps of districts, budget information, and much more.

**TEKS**

Texas Essential Knowledge and Skills, guidelines from TEA on concepts and skills that must be taught in each curriculum area. Log on to [www.tea.state.tx.us](http://www.tea.state.tx.us) for a complete listing of TEKS.

**Theatre**

Term generally used to describe activities leading up to formal theatrical productions, such as plays or readers' theatre.

**Visual arts**

Term used to refer to studio art production, art history, aesthetics, and art criticism.



**Art** is a place kids travel to, where they feel good about themselves. Keep their passports current.

*-Fred Babb, American author and artist*





# Snapshots of Fine Arts Education

## National Focus

SNAPSHOT: Studies reveal the impact of Fine Arts Education

## Local Focus

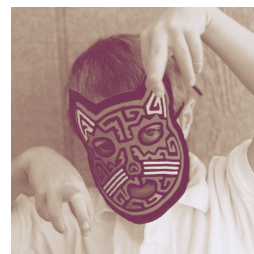
SNAPSHOT: Students in San Antonio Public Schools

SNAPSHOT: Elementary Schools, Grades K–5

SNAPSHOT: Middle Schools, Grades 6–8

SNAPSHOT: High Schools, Grades 9–12

Observations and Issues





## National Focus: Studies reveal the impact of Fine Arts Education

To question the state of fine arts education in San Antonio presupposes that the arts have fundamental and significant value in the education of our youth. Compelling evidence has emerged from educational researchers to demonstrate that this hypothesis is undeniably the case.

Russ Chapman, principal of Shady Brook Elementary School in Bedford, Texas, describes “excellent results” for Shady Brook students by moving the arts from the academic fringes into the core curriculum. With the support of the Getty Trust, Chapman’s school compared baseline student scores with scores tracked for five years. Scores rose 49% points in math, 63% in reading and 36% in writing.<sup>1</sup>

A more scientific study of arts in elementary school curriculum compared three elementary schools in the Dallas area, and assumed that elementary students in socioeconomically deprived settings, who exhibited minimal success on standardized tests, would benefit academically from exposure to community arts and cultural programming integrated into the curriculum. The results were especially gratifying:

Over the four-year course of the study, one school —Rosemont Elementary—was provided significant community arts and cultural programming ...fully integrated into the core curriculum. The second school benefited from community arts and cultural programs without integrating them, while the third had no community arts or cultural programming at all.

At the conclusion of the project..., a comparison of the three schools showed significant differences in language arts achievement. ...Rosemont School, which had integrated the programs into its curricula, maintained dramatically higher average scores than the other two schools.<sup>2</sup>

At Travis Elementary School, a Dallas Children's theatre program called Curtains Up on Reading brings classroom subjects to life. After two years of Curtains Up on Reading classes, fourth grade students improved their Texas Assessment of Academic Skills (TAAS) reading scores by 71%, writing scores by 39%, and math scores by 215%.<sup>3</sup>

Fine arts education at the elementary level, one can argue, is a more achievable goal than it is during middle and high school years, when academic requirements and specialized interests prevent schools from incorporating the arts into the curriculum. In middle and secondary schools where students have exposure to the arts, the evidence shows some important benefits.

A 1997 national arts study showed the positive relationship between standardized test scores, English grades, and other educational methods. Eighth and tenth grades students who had “high involvement” in the arts, in and out of class, consistently outscored those with low exposure to the arts. Students with high exposure were also less likely to drop out of school.<sup>4</sup>



The College Board has been reporting higher scores for students with more than four years of arts education since 1990. In 1995, the Board reported that SAT scores for students who studied the arts more than four years were 59 points higher on the verbal and 44 points higher on the math portion than students with no coursework or experience in the arts.<sup>5</sup>

What about the many students who are not college-bound? Why do they need the fine arts? Studies also show benefits for these students. In the "Learning to Read Through the Arts" program in New York City, students improved an average of one to two months in reading skills for each month they participated in the program.<sup>6</sup>

Since an average of 57% of the students in San Antonio area public school districts are economically disadvantaged,<sup>7</sup> can we really afford to give them the fine arts along with reading, writing, and math? Or should the fine arts be one of the basics, along with reading, writing, and math? According to 57 different studies of the emotional and social development of children, self-concept is positively enhanced through the arts, as are language acquisition, cognitive development, critical thinking ability, and social skills.<sup>8</sup>

In a ten-year study of community-based youth organizations, when compared to a national sample, youth participating in programs with arts activities were twice as likely to win an academic achievement award, four times more likely to participate in a science or mathematics fair, and eight times more likely to receive a community service award.<sup>9</sup>

Many will ask what academic achievement has to do with finding a job and succeeding later in life. In support of the value of fine arts education, a large New York accounting firm recently reported that:

Of the ten [MIT graduates] they recently hired, four presented minors in the arts. The latter fact so significantly set these candidates apart from the others in terms of creative thinking, flexibility and presentation that the firm is now using the arts minor as a screening criterion.<sup>10</sup>

Increasingly corporations recognize the value of creative, motivated, and arts-educated employees on their company's road to success. Workers educated in the arts are creative thinkers, problem solvers able to grasp alternative solutions. Exposure to the arts has fostered their abilities to view the world from an original perspective, to use higher order thinking skills to get a job done.

Ray Perryman, researcher in the economic impact of the arts, comments:

[Arts industries] contribute almost \$5.9 billion to annual [Texas] State fiscal revenues, approximately 12.2 % of the total. ...The capacity for ongoing expansion is inextricably linked to a continuous stream of new ideas. These new ideas must ultimately emerge from creative sources; the cultural arts are a critical component of this process. They play a direct role in innovation as well as an indirect role in encouraging other creative endeavors. The cultural arts...make the community more desirable aesthetically; they make the



workforce more productive and creative; they improve the quality of education outcomes; they encourage tourism; and they generate growth in output, incomes, and jobs.<sup>11</sup>

The arts clearly have value in both measurable and immeasurable ways. Skill levels, comprehension, and test performances improve significantly in all curriculum areas. In addition, many report social and emotional benefits for every age and socioeconomic level.

Qualitative new practice in arts education is trickling into our schools—practice that not only opens the world of the arts to children, but also opens the world to children through the arts. And it does so at a time when research is showing substantial cognitive, social and emotional benefits to kids who participate deeply in the arts, regardless of socioeconomic status.<sup>12</sup>

Dance, music, theatre, and visual arts are vital forces in a comprehensive education. The arts awaken the meaning and depth of each curriculum component and build bridges between the learning style of each child in the classroom. In two important ways, the arts are dynamic: intrinsically dynamic by themselves in uplifting and transforming the human mind and spirit, and extrinsically dynamic, a force for invigorating learning in all areas of the curriculum. To withhold the power of the arts to transform a child's education is to neglect an entire dimension of that child's life, future success, and well being.

In the summary of data on arts education in San Antonio that follows (pp. \_\_), we describe benefits of fine arts education for each age level with reference to respected educational theory. At every stage of a student's development, the fine arts enhance learning not only in the general curriculum but also provide flexibility for teaching to the many different intelligences<sup>13</sup> students display.

### Snapshot: Students in San Antonio Public Schools

During the 1999-2000 school year in the Bexar County area, 237,902 students were enrolled in the 13 school districts surveyed—nearly a quarter of a million future San Antonio citizens who were affected by the state of fine arts education. Seven of the 13 school districts surveyed had a student population that was more than 80% ethnic minority students, and more than 70% of the students in these districts were economically disadvantaged. Populations in 11 of the 13 districts were more than 50% ethnic minority students. Of 39 school districts in Texas with an average property value of below \$55,000, six were located in Bexar County (Table 1.2, p. \_\_). (See Explanatory Notes on Data Collection.)





# Snapshot: Elementary Schools, Grades K–5

## What fine arts instruction do students in grades K-5 receive?

Nearly half of the 237,902 students in San Antonio public schools—a total of 115,660—were enrolled in grades K-5. Children at this age are “hands-on, eager to learn, and searching for ways to represent their ideas. [They are] increasing their use of symbols and improving their eye-hand coordination and fine motor skills.”<sup>14</sup> The vital psychological issue at ages 6-12, according to Erik Erickson, is a “sense of industry....to become competent in the real world.”<sup>15</sup> Coinciding with this strong desire to master skills is Jean Piaget's concrete-operational stage, “during which a child becomes capable of systematic, logical thought.”<sup>16</sup> The various symbolic ways of communicating through dance, music, theatre, and visual arts, along with the motor skills required in each discipline, heighten the on-going, open-ended development naturally occurring in elementary children.



### Dance K-5

Of the school districts surveyed for 1999–2000, one employed a dance teacher at the K-5 level for an enrollment of 50 students. Only .04% of all public school elementary students in districts surveyed received dance instruction in 1999-2000.



### Music K-5

Every school district surveyed employed music teachers at the elementary level. In fact, five school districts employed more music teachers than there were elementary schools in their district. More than 80% of the elementary student population received music instruction.



### Theatre K-5

Three school districts of the 13 employed theatre or drama teachers at the elementary level. In one school district employing two theatre teachers, two elementary schools, out of 41 in the district, retained the theatre specialists at their campuses. Another had one theatre arts teacher for five elementary schools. The third district had one elementary school, so the theatre arts teacher taught all 660 K-5 students in that district. On average, fewer than 30% of San Antonio public elementary students received theatre arts instruction in 1999-2000.



### Visual Arts K-5

Ten of the 13 school districts employed visual arts teachers. Six had the equivalent of at least one visual arts teacher for each elementary school. One of the largest school districts surveyed rotated seven art teachers through a total of 34 elementary schools. Another district employed one visual arts teacher to serve a total population of 1,982 K-5 students in two elementary schools. Still another employed two visual arts teachers for a total K-5 population of 7,852 students in 13 elementary schools.

On average, fewer than 60% of the student population in the 13 school districts polled received visual arts instruction, and where this instruction did occur, it was not always on a regular basis. In several cases, students received instruction about once every six weeks.



### Elementary School Summary

Elementary students in the districts with the greatest need, with the lowest property wealth, and the greatest numbers of economically disadvantaged students received no education in visual arts, theatre, or dance; they did receive music instruction. On average, in districts where the teachers were available, students in grades K-5 received fewer than two contact hours per week with visual arts and music teachers and fewer than one hour per week with theatre and dance teachers. Yet these two least represented arts disciplines—dance and theatre—can be taught with little or no supply cost.

Many school districts supplemented their fine arts education through field trips, cultural arts organization outreach, or artist residency programs. These supplemental programs took place both during the school day and after school, and were funded by a combination of grants from local corporations and through active fundraising from local PTAs. Several schools developed partnerships with cultural arts organizations, resulting in sustained arts education experiences in the areas of theatre and visual arts.

Still other schools benefited from committed principals and teachers who emphasize the value of the fine arts in education and integrated them through both arts festivals and after school programs. One innovative principal sought funding for a working parent with professional arts experience to provide a creative drama residency linked to kindergarten reading curriculum. Parental involvement in other schools resulted in retention of fine arts teachers and arts experiences.

The goal in all of these instances was not to replace fine arts educators, but to incorporate the fine arts into classrooms. These individual successes were driven by the vision and energy of the parents, teachers, instructional guides, and principals. They all placed a high value on student art and arts experiences for each child.



The future belongs to those who **believe** in their dreams.

*Eleanor Roosevelt, First Lady*



# Snapshot: Middle School, Grades 6–8

## What fine arts instruction do students in grades 6–8 receive?

Nearly 55,652 students in San Antonio public schools were enrolled in middle school, grades 6-8. More than 70% of the students in middle schools surveyed participated in fine arts education. It is not known if the fine arts were electives in all school districts.

Students aged 12–14 are at the “psuedo-naturalistic stage, [when] they are highly critical of the products they make, use a more adult-like mode of expression, and experience a period of heightened self-consciousness.”<sup>17</sup> In middle school when a young person’s values develop and peer pressure emerges, they “learn how decisions are made with the greatest soundness a person can muster. The middle years are ones in which children increasingly face conflicts on their own.”<sup>18</sup> The fine arts provide ways for a young person to express complex emotions, make individual choices, and exercise decision-making in a safe, affirming environment.



### Dance 6–8

Only two of the 13 school districts employed dance teachers at the middle school level, with only 38 students enrolled. Fewer than .06% of all students in the 13 school districts participated in dance classes in middle school in 1999-2000.



### Music 6-8

Every district had music teachers. Many had two to three times as many music teachers as they had middle schools, instructing 23,685 students. More than 40% of middle school students were enrolled in music classes.



### Theatre 6–8

With the exception of one, all districts surveyed had theatre arts instructors at the middle school level, and 5,731 students received theatre arts instruction. 10% of all middle school students were enrolled in theatre.



### Visual Arts 6–8

Every middle school included in the survey had the equivalent of visual arts teacher, and in nearly half of the middle schools, there were more. Approximately 18% of students in middle school-10,317, received visual arts instruction.



### Middle School Summary

On average, middle school students received between three and four contact hours per week of visual arts and music instruction, a little more than three contact hours per week of theatre instruction and less than one contact hour per week of dance instruction. At the middle school level, 55% of middle school arts specialists taught music, 29% visual arts, 15% theatre, and .06% dance.

Some middle school students participated in programs offered by community arts organizations, including a Saturday visual arts mentoring program and a nationally recognized after-school visual arts program in some urban middle schools. The fine arts education of middle school students was augmented by field trips and cultural arts organization outreach.

Throughout the educational community, many principals and teachers recognize the inherent value of the fine arts as a component of each middle school student's education. They work to provide as many arts experiences as possible for their students.

**Art** gives us a place for the guilt-free flow of ideas,  
across cultural lines and barriers.

*Bill Ivey, National Endowment for the Arts*





# Snapshot: High School, Grades 9–12

## What fine arts instruction do students in grades 9–12 receive?

In San Antonio public high schools, 66,590 students were enrolled. Fewer than half of these students, 30,207, participated in fine arts education.

In high school, students move beyond the finite, tangible, and familiar to understand assumptions, hypotheses, and imaginary systems. They understand general principles and their exceptions, and become conscious of their own thinking,<sup>19</sup> often to the frustration of adults. At this point when students so clearly understand that the world is theirs to create, the fine arts become avenues for testing assumptions, exploring hypotheses, and inventing new systems.



### Dance 9–12

Eight of the 13 school districts employed dance instructors, providing instruction for 2,905 students, 4% of all high school students.



### Music 9–12

Every high school in districts surveyed employed music teachers who instructed 11,438 students, 17% of the total high school population. Twelve of the 13 school districts had two or more music teachers per school. Eleven school districts had three or more music teachers per school.



### Theatre 9–12

Every high school in the districts polled had theatre arts teachers, yet fewer than 8% of students in high school, 5,346, participated in theatre arts.



### Visual Arts 9–12

Visual arts instructors taught in every high school. More than half of the school districts surveyed had a ratio of two or more visual arts teachers per high school. Fewer than 16% of all high school students in San Antonio area public schools, 10,518, were enrolled in visual arts classes.

## High School Summary

On average, high school students enrolled in visual arts and theatre classes received slightly more than four contact hours per week of instruction during 1999-2000. Those enrolled in music received a little more than five contact hours per week of instruction, and dance students received approximately three contact hours per week of instruction. As with the middle school level, some high school students participated in both in-school and after-school programs offered by community arts organizations, including a nationally recognized visual arts program.

Minimal exposure to drama and dance at earlier stages of student development may account for low levels of participation in these arts disciplines as they progress in school. The stronger areas of exposure, music and visual arts, also experienced a drop-off in high school enrollment. Time constraints imposed by extra-curricular activities in high school may also have been a factor. On the other hand, if students are not regularly exposed to the fine arts at a young age, they are less likely to pursue fine arts activities as they become highly self-conscious and intimidated by peer pressure at later phases of development.



## Snapshot: San Antonio's Cultural Arts Organizations

The San Antonio Arts and Education Task Force received survey responses from 19 San Antonio area arts organizations.\* Surveys requested 1999-2000 school year data on school districts served, number of artists sent into schools, and number of classes offered either on-site or in the schools. The 19 arts organization respondents were ARTS San Antonio Arts Teach, Carver Community Center, City of San Antonio Community Initiatives (Urban SmARTS), Class Acts, Gemini Ink, Guadalupe Cultural Arts Center, Jump-Start Performance Co., Magik Children's Theater, McNay Art Museum, San Anto Cultural Arts, San Antonio Dance Umbrella, San Antonio Children's Museum, San Antonio Museum of Art, San Antonio Symphony, SAY Sí, Southwest School of Art and Craft, Visual Thinking Strategies Program, the Witte Museum and Youth Orchestras of San Antonio.

Programs included visual arts, theatre, music, singing, storytelling, bookmaking, dance, and poetry/creative writing. The data indicated that cultural arts organizations offer arts education experiences both at schools and as field trip destinations. Some cultural arts organizations are spending significant time conducting after school programs.

Not surprisingly, the data revealed that arts organizations offered predominantly free (some with nominal fees) arts instruction or arts appreciation to every public school district in Bexar County, as well as to 136 private schools and home schooled children. A majority of programs included the most economically disadvantaged districts. Even university students benefited from their outreach efforts. The organizations were about equally divided in offering on-site instruction, lecture/demonstrations, or in-school programs. Many do all three, and several are multidisciplinary offering a range of programs from African drumming to modern dance.

San Antonio arts organizations programs reached 150,000 K-12 students in 1999-2001. This represents more than half of the 255,634 students enrolled in public schools that year. Arts organizations offered arts education programs where there were none, complementing and supplementing existing classroom curricula. Organizations such as the Carver Community Center and the Guadalupe Cultural Arts Center offered culturally relevant programs for youth from African-American and Mexican-American backgrounds. The San Antonio Symphony's Young People's Concert Series was designed to complement the Texas Essential Knowledge and Skills (TEKS) curriculum for fourth and fifth graders. Other organizations supplemented existing arts teaching (Visual Thinking Strategies Program, San Anto Cultural Arts, and SAY Sí). For some students, Gemini Ink provided the only training they have had in poetry and creative writing, while the Magik Children's Theater brought to life on the stage books from school reading lists. All of the arts organizations are providing invaluable services to the youth of Bexar County.

\* Many San Antonio cultural arts organizations were not equipped to report numerical data about the fine arts instruction they provided. In addition, data reported by a school district office did not always include arts organizations that reported serving schools in that district.



# Observations and Issues

A unique community with both challenges and opportunities, San Antonio is an immensely rich cultural crossroads, where the fine arts of the Americas mingle in a vibrant setting with a largely Hispanic population. Yet, the majority of students in public school districts are economically disadvantaged (fig. \_\_\_\_).

With the fine arts, students gain a greater understanding of themselves, where they are going, and what they hope to be. In addition, they learn understanding and respect for ways of life different from their own. Celebrating and embracing these differences, their nuances, and the flavors of our individual cultural backgrounds is essential to a complete education for the youth of San Antonio.

The data show that during the 1999-2000 school year:

- ⊙ Fine arts experiences occurred in some of the 13 San Antonio public school districts, but not in all, and not consistently.
- ⊙ Fine arts instruction, as measured by the number of teachers in each discipline, increased through the grade levels. Elementary schools throughout the area had the fewest opportunities in the fine arts.
- ⊙ Music was the art form with the most specialists, the most students enrolled, and the most available fine art discipline at the elementary level. Interestingly, the percentages of student involvement in music (granted its elective status in the upper grades) dropped from elementary to middle to high school. (80% to 30% to 20%)
- ⊙ Dance and theatre had the fewest teachers, fewest students enrolled, and were least available for students at all grade levels.
- ⊙ Though visual arts instruction was at its highest levels (60% of the student population) at the elementary level, questions abound about the overall consistency of the instruction. Districts reported seven visual art teachers rotating through 34 schools, one visual arts teacher for 1,982 students in two elementary schools, and two visual arts teachers for 7,852 students in 13 elementary schools.
- ⊙ Cultural arts organizations provided significant outreach to schools, as well as on-site arts experiences during school field trips. Because this report has focused on fine arts education offered by school districts, the impact of cultural arts organizations' offerings has not been factored into the data.
- ⊙ Some superintendents, principals, teachers, and parents value fine arts experiences and want to see more of them in schools.
- ⊙ The arts-in-education community was increasingly aware that providing arts experiences in schools and linking the arts to school curriculum benefits San Antonio students.



- © There is an ironic disparity between the negligible presence of the fine arts at the elementary level, and their presence across the board (as electives) in middle and high schools.

The data raise some provocative questions:

- © What does the fine arts instruction provided by community arts organizations add to arts education for San Antonio youth?
- © Does fine arts instruction in after-school programs compensate for its absence from classroom curriculum?
- © What parts of the music instruction success story are replicable for the other arts disciplines?
- © Why are dance and theatre instruction largely absent?
- © What is the impact of offering the fine arts as elective in the upper grades?
- © How can we evaluate and document the quality of fine arts education in San Antonio public schools?

The purpose of this report is not to point out problems and inequities, but to serve as a tool for building bridges between all stakeholders. Empirical studies have shown that the fine arts can and do have a positive impact on each student's ability to learn and achieve. The San Antonio community, school districts, policy makers, funding sources, cultural arts organizations, and parents must carefully understand and educate themselves on the extrinsic and intrinsic dynamics of the arts in education. Because of San Antonio's unique public school structures and population, we must all work together to develop a plan and strategies to increase opportunities for the fine arts in students lives.



Art is not an end in itself, but a **means** of addressing humanity.

*Modest Mussorgsky, Russian composer*



# Notes

- <sup>1</sup> Bonnie Pittman, Russ Chapman, Elisa Crystal, and Mary Sue Sweeney Price, “Practitioners on Effective Partnerships,” *Learning and the Arts: Crossing Boundaries*, proceedings from an invitational meeting for education, arts, and youth funding agencies, held January 12–14, 2000, Los Angeles, California report. Organized by the Geraldine R. Dodge Foundation, J. Paul Getty Trust, and the John D. and Catherine T. MacArthur Foundation (Chicago, IL: Compiled, edited, and designed by Amdur Spitz and Associates, Inc.), Chapter 24, p. 26. Retrieved June 2001, from [artsedinfo@grdodge.org](mailto:artsedinfo@grdodge.org)
- <sup>2</sup> Stephen Stapleton, “How Integrating the Arts Improves Test Scores,” *Principal* (March 1998). Retrieved September 1, 2001, from [www.naesp.org/comm/p0398c.htm](http://www.naesp.org/comm/p0398c.htm)
- <sup>3</sup> Texas Commission on the Arts, “Why the Arts are a Success Story for Texas” 1999.
- <sup>4</sup> Robert Louy. “Why Children Need an Arts Education Renaissance,” *Connect for Kids*. Retrieved September 1, 2001, from [www.connectforkids.org/cnlib/pub/](http://www.connectforkids.org/cnlib/pub/)
- <sup>5</sup> The College Board, *Profile of SAT and Achievement Test Takers*, 1995, as quoted in *Eloquent Evidence: The Arts at the Core of Learning*. National Assembly of State Arts Agencies, 1995.
- <sup>6</sup> Office of Educational Research, New York City Board of Education, 1993, 1981, 1978.
- <sup>7</sup> Texas Education Agency Data Central District Snapshot 1999-2000. See Table 1.4.
- <sup>8</sup> Jerry Trusty and Giacomo M. Oliva, *The Effects of Arts and Music Education on Students’ Self-concept*, 1994, as quoted in *Eloquent Evidence: The Arts at the Core of Learning*. National Assembly of State Arts Agencies, 1995.
- <sup>9</sup> Judith Humphreys Weitz, *Coming Up Taller: Arts and Humanities Programs for Children and Youth At Risk*. President’s Committee on the Arts and the Humanities, 1996.
- <sup>10</sup> Ellen T. Harris, “Why Study the Arts—Along with Math and Science?” *Aspen Institute Quarterly* (Winter 1992).
- <sup>11</sup> M. Ray Perryman, Ph.D., “The Catalyst for Creativity and the Incubator for Progress: The Arts, Culture and the Texas Economy.” Retrieved April 2001, from [perrymangroup.com](http://perrymangroup.com)
- <sup>12</sup> Nick Rabkin, “Introduction,” *Learning and the Arts: Crossing Boundaries* [see note 1], p. 1. Retrieved June 2001, from [artsedinfo@grdodge.org](mailto:artsedinfo@grdodge.org)
- <sup>13</sup> Howard Gardner, *Frames of Mind: The Theory of Multiple Intelligences* (New York: Basic Books, 1983).
- <sup>14</sup> Karen DeBord, *Child Development: Creativity in Young Children*. Retrieved August 22, 2001, from National Network for Child Care web site [www.nncc.org/Child.Dev/cdcreativ.html](http://www.nncc.org/Child.Dev/cdcreativ.html)
- <sup>15</sup> Patricia P. Minuchin, *The Middle Years of Childhood* (Monterey, California: Brooks/Cole Publishing Co., 1977), p. 9.
- <sup>16</sup> Ruth M. Beard, *Piaget’s Developmental Psychology for Students and Teachers* (New York: Basic Books, Inc., 1969).
- <sup>17</sup> DeBord, *Child Development: Creativity in Young Children*.
- <sup>18</sup> Dorothy H. Cohen, *The Learning Child* (New York: Vintage -Random House, 1973), p. 309.
- <sup>19</sup> Beard, *Piaget’s Developmental Psychology for Students and Teachers*.



The aim of **art education** in the public schools is not to make more professional artists but to teach people to **live happier**, fuller lives: to extract more out of their experience, whatever that experience may be.

*Grant Wood, American painter*



# Data Collected

---

Figures 1-43: Local Data

Figures 44-74: Regional Data

Figures 75-99: National Data



FIGURE 1 BEXAR COUNTY SCHOOL DISTRICTS BY COMMUNITY TYPE

Major Urban	Major Suburban	Other Central City	Other Central City Suburban	Independent Town	Non Metro: Fast Growing	Non Metro: Stable	Rural
Northside	Judson				Southside	Schertz	
San Antonio	Harlandale				Somerset	Randolph	
North East	Edgewood					Lackland	
	South San Antonio						
	Southwest						
	East Central						
	Alamo Heights						

Source TEA Data Central: School Districts by Community Type  
N.B. No data obtainable for Fort Sam Houston

Districts are classified on a scale ranging from major urban to rural. Factors such as size, growth rates, student economic status, and proximity to urban areas are used to determine the appropriate group. All the charters are grouped together as one community type. The community types are:

Major Urban

The largest school districts in the state that serve the six metropolitan areas of Houston, Dallas, San Antonio, Fort Worth, Austin, and El Paso. Major urban districts are the districts with the greatest membership in counties with populations of 650,000 or more, and more than 35% of the students are identified as economically disadvantaged. In some cases, other size threshold criteria may apply.

Major Suburban

Other school districts in and around the major urban areas. Generally speaking, major suburban districts are contiguous to major urban districts. If the suburban district is not contiguous, it must have a student population that is at least 15% of the size of the district designated as major urban. In some cases, other size threshold criteria may apply.

Other Central City

The major school districts in other large, but not major, Texas cities. Other central city districts are the largest districts in counties with populations between 100,000 and 650,000 and are not contiguous to any major urban districts. In some cases, other size threshold criteria may apply.



**Other Central City**

Suburban other school districts in and around the other large, but not major, Texas cities. Generally speaking, other central city suburban districts are contiguous to other central city districts. If the suburban district is not contiguous, it must have a student population that is at least 15% of the size of the district designated as central city. In some cases, other size threshold criteria may apply.

**Independent Town**

The largest school districts in counties with populations of 25,000 to 100,000. In some cases, other size threshold criteria may apply.

**Non-Metro**

Fast growing school districts that are not in any of the above categories and that exhibit a five-year growth rate of at least 20%. These districts must have at least 300 students in membership.

**Non-Metro**

Stable school districts that are not in any of the above categories, yet have a number of students in membership that exceeds the state median.

**Rural**

School districts that do not meet the criteria for placement into any of the above categories. These districts either have a growth rate less than 20% and the number of students in membership is between 300 and the state median, or the number of students in membership is less than 300.

**Charter Schools**

The 142 open-enrollment schools granted a charter by the State Board of Education and in operation by the fall of the 1999-2000 school year.



**FIGURE 2 BEXAR COUNTY SCHOOL DISTRICTS BY PROPERTY WEALTH 1999-2000**

Property Wealth	District
under \$55,908	Harlandale Edgewood South San Antonio Southwest Southside Somerset
\$55,908 - \$80,372	
\$80,372 - \$92,405	East Central
\$92,405 - \$110,939	San Antonio
\$110,939 - \$127,437	
\$127,437 - \$130,896	
\$130,896 - \$145,500	Schertz
\$145,500 - \$154,504	Judson
\$154,504 - \$165,403	
\$165,403 - \$174,843	
\$174,843 - \$184,118	
\$184,118 - \$203,766	Northside
\$203,766 - \$215,907	
\$215,907 - \$249,888	
\$249,888 - \$253,135	North East
\$253,135 - \$285,488	
\$285,488 - \$295,269	
\$295,269 - \$402,617	Alamo Heights
\$402,617-\$825,089	
\$825,089 and over	
NO DATA	Fort Sam Houston Randolph Lackland

**Source: TEA Data Central****Property Wealth**

“Wealth is defined as total taxable property value divided by the total number of students, and is used as an indicator of a district's ability to raise local funds on a per pupil basis. The property value used is the alternative measure for school district wealth for 1999 as determined by the Comptroller's Property Tax Division. This value incorporates certain exemptions and matches the definition used for calculating state aid. The total number of students is for the 1999-2000 school year. Districts are classified into 20 categories with approximately equal numbers of students in each, or approximately five percent of total students per category. The 148 non-taxing districts charters and the special statutory districts form a separate group because they have no taxable property wealth.” (TEA Snapshot 2000: Property Wealth)



**FIGURE 3 DISTRICT SIZE BY STUDENT ENROLLMENT 1999-2000**

District	K-5	6-8	9-12	K-12
Northside	29,851	14,334	18,047	62,232
San Antonio	27,686	13,049	14,555	55,290
North East	22,597	11,346	14,304	48,247
Judson	7,608	3,883	4,424	15,915
Harlandale	7,852	3,359	3,888	15,099
Edgewood	6,322	2,883	3,173	12,378
South San Antonio	4,803	2,203	2,634	9,640
Southwest	4,696	2,324	2,473	9,493
East Central	3,253	1,806	2,383	7,442
Schertz	2,253	1,460	2,025	5,738
Alamo Heights	1,984	1,015	1,429	4,428
Southside	1,982	1,073	1,047	4,102
Somerset	1,246	630	625	2,501
Fort Sam Houston	660	272	276	1,208
Randolph	608	254	295	1,157
Lackland	454	175	135	764
Total Enrollment By Grade Level	123,855	60,066	71,713	255,634
Average	7,741	3,754	4,482	15,977

**N.B. Totals exclude Early Childhood Education and Pre-K**  
**Source: TEA Data Central AEIS Reports 99/0**



**FIGURE 4 STUDENT DEMOGRAPHICS BY DISTRICT 1999-2000**

District	% African American	% Hispanic	% White	% Other	% Economic. Disad.*	% Special Education	% Bilingual/ ESL**
Northside	7	53	38	2	41.1	15	4
San Antonio	10	85	4	0	85.5	13	13
North East	10	38	50	3	36	17	3
Judson	24	35	38	3	43.1	16	2
Harlandale	1	94	6	0	91.7	15	14
Edgewood	2	97	2	0	94.6	14	19
South San Antonio	2	94	4	0	88.6	14	14
Southwest	4	82	13	0	72	13	10
East Central	12	44	43	1	51	16	3
Schertz	8	23	68	2	25.7	13	2
Alamo Heights	3	27	70	1	19.8	14	3
Southside	1	81	17	1	76.9	15	6
Somerset	1	79	20	0	78.5	17	5
Fort Sam Houston	38	16	42	4	36.3	17	1
Randolph	21	12	63	4	31.3	12	0
Lackland	24	16	56	5	42.3	16	0
Average	11	55	33	2	57	15	6

**Source: TEA Data Central District Snapshot 1999-2000**

\*Eligibility for free or reduced lunch or other public assistance

\*\*Full time dual language instruction/ESL for grades 7-12



The total number of students enrolled in each district is reflected in the number of schools at each level, as indicated in the following table.

**FIGURE 5 NUMBER OF SCHOOLS BY DISTRICT AND TYPE 1998-1999\***

District	Elementary	Elementary/ Secondary	Middle	High	Other	Alternative	Arts Magnet*
Northside	41	0	12	8	1	21	0
San Antonio	65	1	17	8	1	15	1
North East	34	0	10	6	2	14	1
Judson	12	1	3	2	1	2	0
Harlandale	15	0	4	2	1	4	0
Edgewood	16	0	5	3	1	1	1
South San Antonio	10	0	3	2	1	2	0
Southwest	9	0	3	1	1	2	
East Central	5	0	3	1	1	1	0
Schertz	5	0	3	1		1	
Alamo Heights	3	0	1	1	1	0	0
Southside	2	0	1	1	1	1	0
Somerset	2	0	1	1	2	0	
Fort Sam Houston	1	0	0	1	0	0	0
Randolph	1	0	1	1	0	0	0
Lackland	1	1	0	0	0	0	0

Source: All except \*, TEA Data Central: District Staff by Role and School Type

Elementary - grades 1-6, Elementary/Secondary - grades 1-12, Jr High/Middle School - grades 6-8, High School - grades 7-12, Other than above - All grade levels, Early Education, Pre-Kindergarten, and Kindergarten, and special populations Alternative -An alternative campus is defined as a separate program within its own building, having its own administration, campus identification number, and budget. Alternative campus programs fall into three categories: Alternative Education Programs for Behavior Management/Discipline Compensatory and Accelerated Instruction for At-Risk Students Juvenile Justice Alternative Education Programs (JJAEP)

\* When identifying the number of schools in each district Figure 5 and the district profiles utilized 1998-1999 information, the most up to date information available by compilation time.



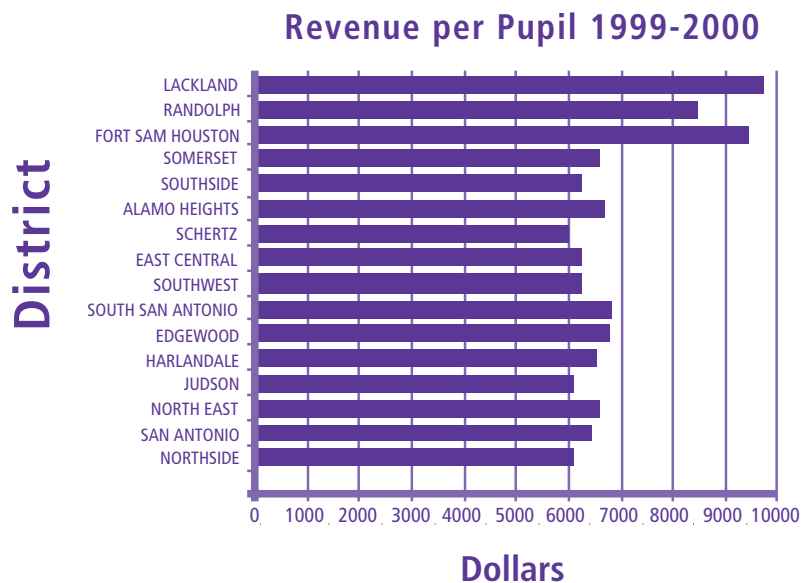
**FIGURE 6 TOTAL NUMBER OF TEACHERS BY DISTRICT 1999-2000**

District	Total Students K-12*	Total Teachers**	Fine Arts Teachers**	Number of Students per Fine Arts Teachers
Northside	62,232	4,136	196	318 : 1
San Antonio	55,290	3,582	140	395 : 1
North East	48,247	3,260	198	244 : 1
Judson	15,915	1,114	42	379 : 1
Harlandale	15,099	990	40	377 : 1
Edgewood	12,378	953	54	229 : 1
South San Antonio	9,640	726	31	304 : 1
Southwest	9,493	687	38	249 : 1
East Central	7,442	471	24	310 : 1
Schertz	5,738	404	23	249 : 1
Alamo Heights	4,428	327	18	246 : 1
Southside	4,102	285	10	410 : 1
Somerset	2,501	169	5	437 : 1
Fort Sam Houston	1,208	119	5	205 : 1
Randolph	1,157	91	5	199 : 1
Lackland	764	74	1	764 : 1

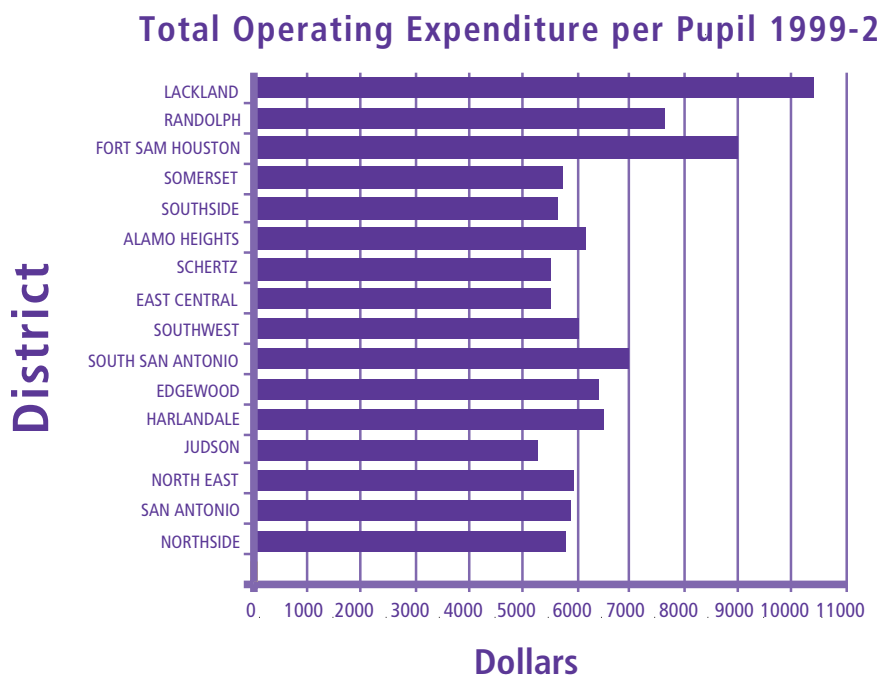
\*Source: TEA Data Central Academic Excellence Indicator System Reports 99/00

\*\*Source: TEA Data Central : District Staff by Role and School Type



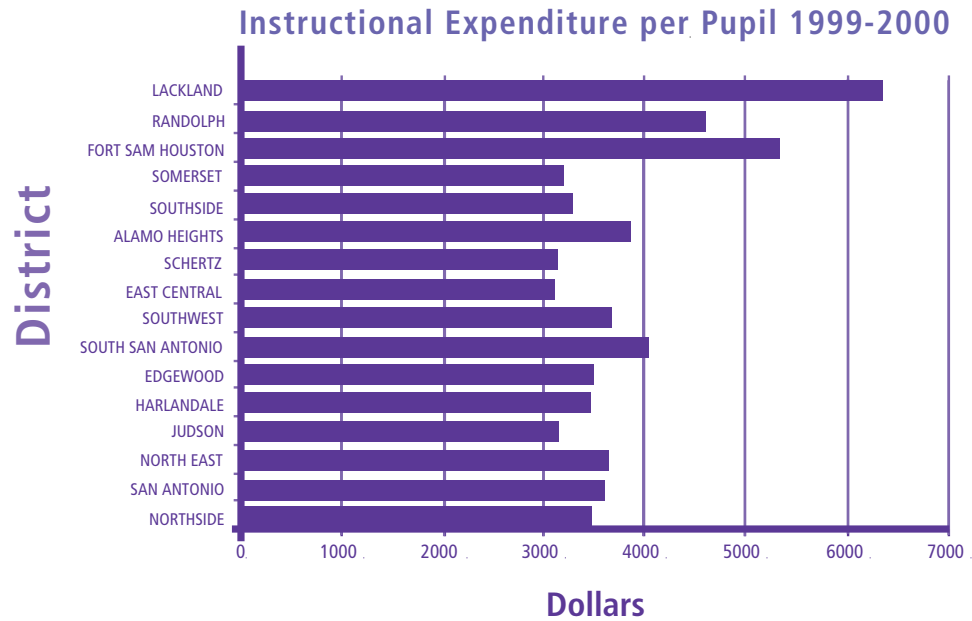
**FIGURE 7 TOTAL REVENUE PER PUPIL 1999-2000**

Source: TEA District Snapshot 1999-2000 / Taxes & Budgeted Revenues

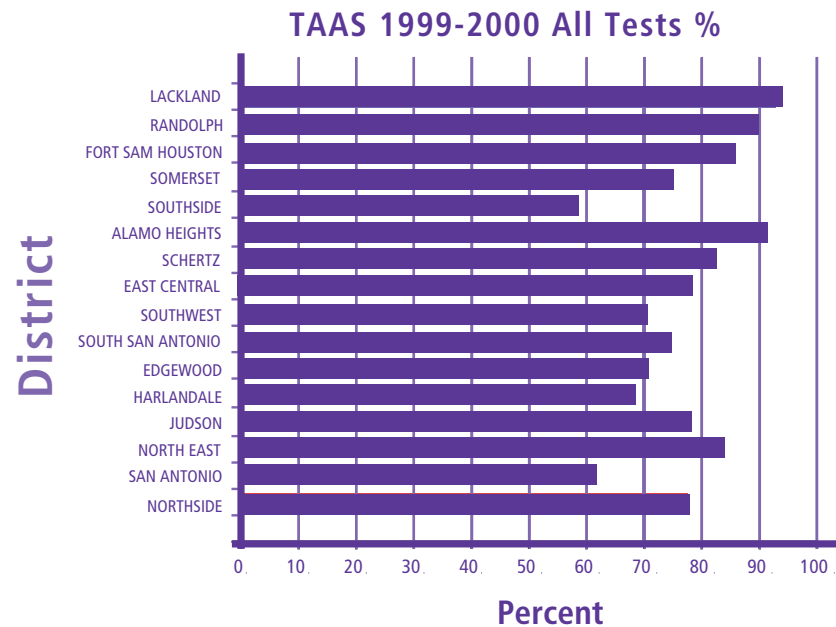
**FIGURE 8 TOTAL OPERATING EXPENDITURE PER PUPIL 1999-2000**

Source: TEA District Snapshot 1999-2000 / Fund Balances



**FIGURE 9 INSTRUCTIONAL EXPENDITURE PER PUPIL 1999-2000**

Source: TEA District Snapshot 1999-2000 / Budgeted Instructional Expenditures

**FIGURE 10 TAAS % STUDENTS PASSING - ALL TESTS - ALL GRADES SPRING 2000**

Source: TEA District Snapshot 1999-2000 / TAAS



# Questionnaires

Of the seventeen school districts located within the boundaries of Bexar County, Texas, fifteen districts were approached for information on arts education in their district in 1999-2000. The districts are

Alamo Heights ISD  
East Central ISD  
Edgewood ISD  
Fort Sam Houston ISD  
Harlandale ISD  
Judson ISD  
Lackland ISD  
North East ISD  
Northside ISD  
Randolph ISD  
San Antonio ISD  
Schertz-Cibolo-Universal City ISD  
Somerset ISD  
South San Antonio ISD  
Southside ISD  
Southwest ISD

Medina Valley ISD and Boerne ISD were not included, for their remoteness from the center of the area, but Schertz-Cibolo-Universal City was included, despite lying outside the Bexar County boundary.

Responses were received from all but 3 of the districts: Schertz-Cibolo-Universal City, Somerset and Southwest ISDs did not return questionnaires.

Edgewood ISD was unable to supply figures as to numbers of fine arts specialists, so telephone calls were made to each school to ascertain these figures.

Southwest ISD did not return a questionnaire, and so calls were made to all the schools. This is the case also for Somerset ISD. Figures for fine arts specialists in these districts is therefore for 2000-2001 and can not be used for comparative purposes, but indicates provision.



### Programs: Kinder

Part one of the survey was to ascertain the existence of programs in the four disciplines of Visual Arts, music, dance and theatre, K-12.

**FIGURE 11 FINE ARTS PROGRAMS 1999-2000: KINDER**

District	Visual Arts	Music	Dance	Theatre
Northside	Yes	Yes	No	Yes
San Antonio	No	Yes	No	No
North East	No	Yes	No	No
Judson	Yes	Yes	No	No
Harlandale	Yes	Yes	No	No
Edgewood	No	Yes	No	No
South San Antonio	Yes	Yes	No	No
East Central	No	Yes	No	No
Alamo Heights	Yes	Yes	No	No
Southside	Yes	Yes	No	No
Fort Sam Houston	Yes	Yes	No	Yes
Randolph	Yes	Yes	No	Yes
Lackland	Yes	Yes	No	No

Source: District Questionnaires

**FIGURE 12 FINE ARTS PROGRAMS 1999-2000: GRADES: 1-5**

District	Visual Arts	Music	Dance	Theatre
Northside	Yes	Yes	No	Yes
San Antonio	No	Yes	No	No
North East	Yes	Yes	No	No
Judson	Yes	Yes	No	No
Harlandale	Yes	Yes	No	Yes
Edgewood	No	Yes	No	No
South San Antonio	Yes	Yes	No	No
East Central	No	Yes	Yes	No
Alamo Heights	Yes	Yes	No	No
Southside	Yes	Yes	No	No
Fort Sam Houston	Yes	Yes	No	Yes
Randolph	Yes	Yes	No	Yes
Lackland	Yes	Yes	No	No

Source: District Questionnaires



**FIGURE 13 FINE ARTS PROGRAMS 1999-2000: GRADES 6-8**

District	Visual Arts	Music	Dance	Theatre
Northside	Yes	Yes	No	Yes
San Antonio	Yes	Yes	Yes	Yes
North East	Yes	Yes	No	Yes
Judson	Yes	Yes	No	Yes
Harlandale	Yes	Yes	No	Yes
Edgewood	No	Yes	No	No
South San Antonio	Yes	Yes	No	Yes
East Central	No	Yes	Yes	Yes
Alamo Heights	Yes	Yes	No	Yes
Southside	Yes	Yes	No	Yes
Fort Sam Houston	Yes	Yes	No	Yes
Randolph	Yes	Yes	No	Yes
Lackland	Yes	Yes	No	Yes

Source: District Questionnaires

**FIGURE 14 FINE ARTS PROGRAMS 1999-2000: GRADES 9-12**

District	Visual Arts	Music	Dance	Theatre
Northside	Yes	Yes	Yes	Yes
San Antonio	Yes	Yes	Yes	Yes
North East	Yes	Yes	Yes	Yes
Judson	Yes	Yes	Yes	Yes
Harlandale	Yes	Yes	Yes	Yes
Edgewood	Yes	Yes	Yes	Yes
South San Antonio	Yes	Yes	No	Yes
East Central	Yes	Yes	Yes	Yes
Alamo Heights	Yes	Yes	Yes	Yes
Southside	Yes	Yes	No	Yes
Fort Sam Houston	Yes	Yes	No	Yes
Randolph	Yes	Yes	Yes	Yes
Lackland	Yes	Yes	No	Yes

Source: District Questionnaires



**FIGURE 15 ENROLLMENT IN FINE ARTS PROGRAMS 1999-2000: KINDER**

District	Visual Arts	Music	Dance	Theatre
Northside	4,652	4,652	0	0
San Antonio	0	0	0	0
North East	0	3,519	0	0
Judson	1,127	1,127	0	0
Harlandale	1,098	1,098	0	0
Edgewood	0	425	0	0
South San Antonio	732	732	0	732
East Central	0	0	0	0
Alamo Heights	0	396	0	0
Southside	209	209	0	0
Fort Sam Houston	110	110	0	110
Randolph	86	86	0	86
Lackland	100	100	0	0
Total	8,114	11,327	0	928

Source: District Questionnaires

**FIGURE 16 ENROLLMENT IN FINE ARTS PROGRAMS 1999-2000: GRADES 1-5**

District	Visual Arts	Music	Dance	Theatre
Northside	24,317	24,317	0	2,000
San Antonio	0	26,351	0	0
North East	7,800	18,800	0	0
Judson	6,350	6,350	0	0
Harlandale	5,608	5,608	0	0
Edgewood	0	6,200	0	0
South San Antonio	4,803	4,803	0	4,803
East Central	150	1,544	50	150
Alamo Heights	1,711	1,711	0	0
Southside	667	1,929	0	0
Fort Sam Houston	631	631	0	631
Randolph	434	434	0	434
Lackland	500	500	0	0
Total	52,971	99,178	50	8018

Source: District Questionnaires



**FIGURE 17 ENROLLMENT IN FINE ARTS PROGRAMS 1999-2000: GRADES 6-8**

District	Visual Arts	Music	Dance	Theatre
Northside	2,600	6,300	0	2,400
San Antonio	2,000	3,700	38	275
North East	1,900	8,625	0	1,000
Judson	1,026	1,525	0	148
Harlandale	356	804	0	971
Edgewood	0	589	0	0
South San Antonio	240	750	0	240
East Central	1,275	540	0	180
Alamo Heights	406	359	0	259
Southside	390	265	0	153
Fort Sam Houston	38	20	0	0
Randolph	26	148	0	45
Lackland	60	60	0	60
Total	10,317	23,685	38	5,731

Source: District Questionnaires

**FIGURE 18 ENROLLMENT IN FINE ARTS PROGRAMS 1999-2000: GRADES 9-12**

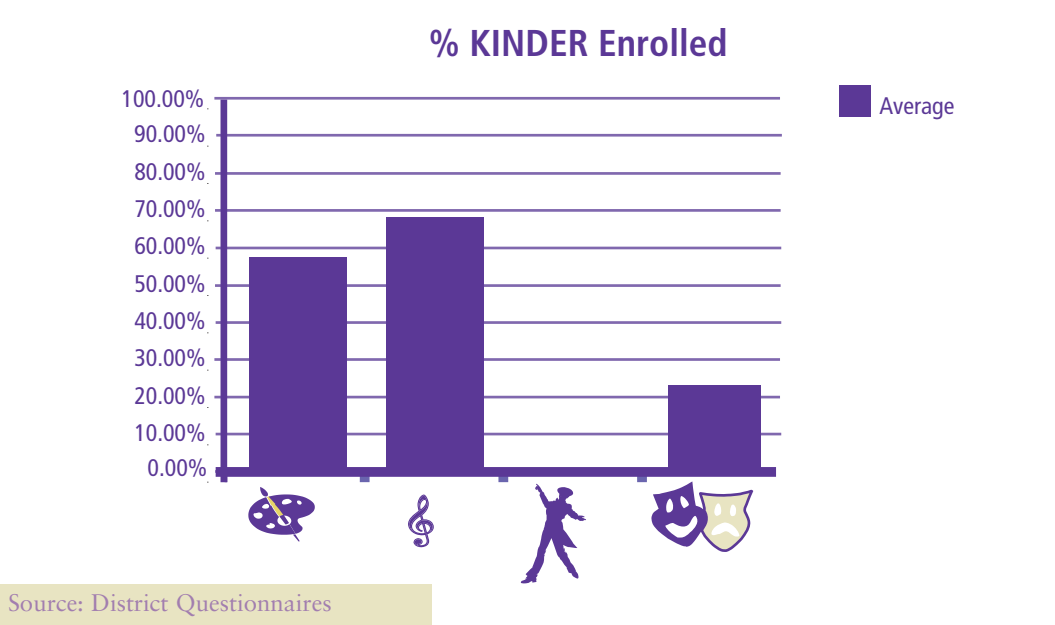
District	Visual Arts	Music	Dance	Theatre
Northside	2,400	3,600	300	2,200
San Antonio	1,833	2,520	197	902
North East	3,100	2,500	2,000	1,325
Judson	782	632	57	186
Harlandale	470	457	18	150
Edgewood	325	483	85	60
South San Antonio	499	136	13	114
East Central	265	275	150	50
Alamo Heights	402	401	55	180
Southside	326	226	0	116
Fort Sam Houston	44	85	0	12
Randolph	42	93	30	21
Lackland	30	30	0	30
Total	10,518	11,438	2,905	5,346

Source: District Questionnaires

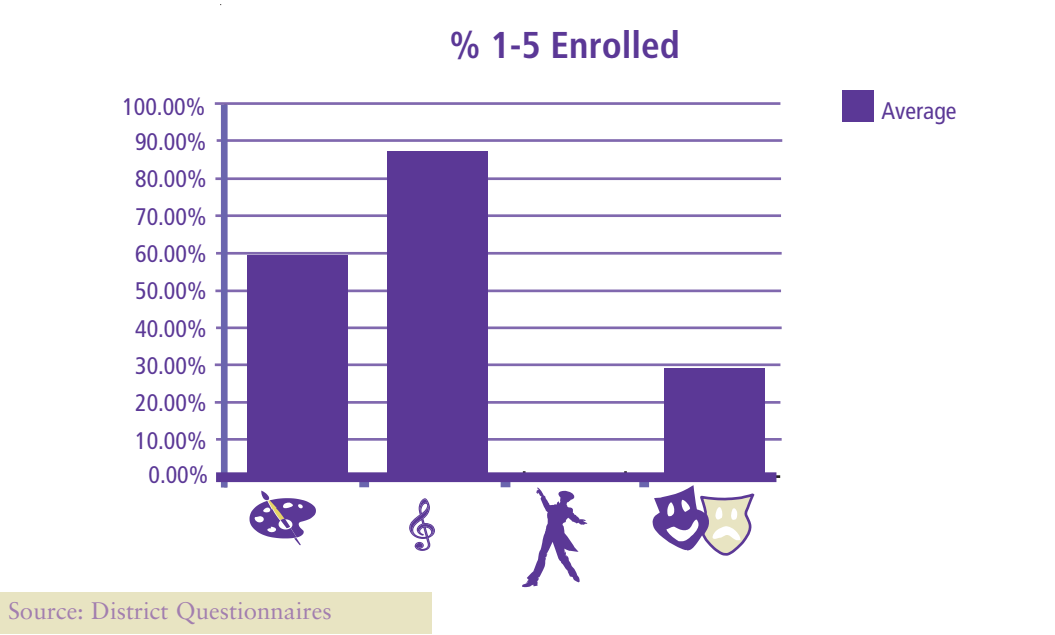


Figures provided by the school districts for enrollment in arts programs at the different grade levels can be calculated as percentages of all students enrolled at those grade levels, given the 1999-2000 enrollment data available from the Texas Education Agency's AEIS (Academic Excellence Indicator System) Reports for each school district. These percentages can be averaged across the school districts to provide an indication of enrollment in the arts programs at Kinder, Grades 1-5, 6-8 and 9-12.

**FIGURE 19    AVERAGE KINDER ENROLLMENT IN FINE ARTS PROGRAMS/ALL DISTRICTS**

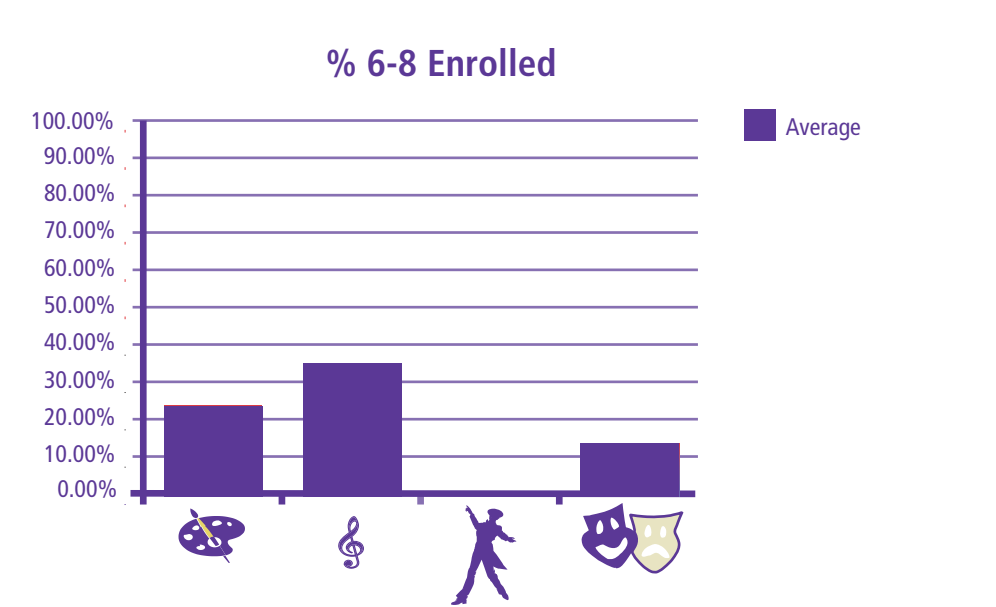


**FIGURE 20    AVERAGE GRADES 1-5 ENROLLMENT IN FINE ARTS PROGRAMS/ALL DISTRICTS**



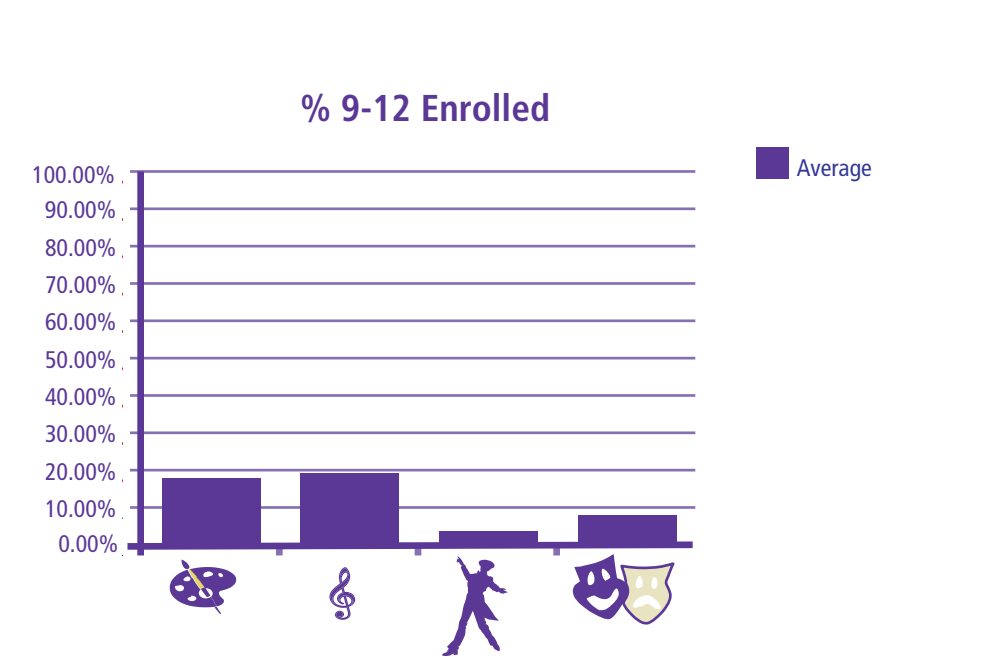


**FIGURE21 AVERAGE GRADES 6-8 ENROLLMENT IN FINE ARTS PROGRAMS/ALL DISTRICTS**



Source: District Questionnaires

**FIGURE 22 AVERAGE GRADES 9-12 ENROLLMENT IN FINE ARTS PROGRAMS/ALL DISTRICTS**



Source: District Questionnaires



**FIGURE 23 FINE ARTS TEACHER DISTRIBUTION 1999-2000: K-5**

District	Visual Arts	Music	Dance	Theatre	Total Fine Arts Teachers	Total Students K-5*	Number of Students per Fine Arts Teacher
Northside	50	50	0	2	102	29,851	293
San Antonio	0	46	0	0	46	27,686	602
North East	7	52	0	0	59	22,597	383
Judson	12	12	0	0	24	7,608	317
Harlandale	2	14	0	0	16	7,852	491
Edgewood	13	10	0	0	23	6,322	275
South San Antonio	0	10	0	0	10	4,803	480
East Central	0	8	1	1	10	3,253	325
Alamo Heights	3	7	0	0	10	1,984	198
Southside	1	3	0	0	4	1,982	495
Fort Sam Houston	1	1	0	1	3	660	220
Randolph	1	1	0	0	2	608	304
Lackland	1	1	0	0	2	454	227
Total	91	215	1	4	311	115,660	371

Source: District Questionnaires

\* Source: Texas Education Agency Academic Excellence Indicator System (AEIS) 1999-2000



**FIGURE 24 FINE ARTS TEACHER DISTRIBUTION 1999-2000: GRADES 6-8**

District	Visual Arts	Music	Dance	Theatre	Total Fine Arts Teachers	Total Students Grades 6-8*	Number of Students per Fine Arts Teacher
Northside	20	43	0	2	78	14,334	183
San Antonio	19	38	1	3	61	13,049	214
North East	20	47	0	13	80	11,346	141
Judson	6	9	0	3	18	3,883	216
Harlandale	4	8	0	4	16	3,359	210
Edgewood	5	7	0	0	12	2,883	240
South San Antonio	6	3	0	2	11	2,203	200
East Central	3.5	3	1	1	8.5	1,806	212
Alamo Heights	2	3	0	2	7	1,015	145
Southside	2	2	0	1	5	1,073	214
Fort Sam Houston	1	2	0	1	4	272	68
Randolph	1	3	0	1	5	254	50
Lackland	1	1	0	1	3	175	58
Total	90.5	169	2	47	308.5	55,652	180

Source: District Questionnaires

\* Source: TEA AEIS 1999-2000

Figures in bold type are same teachers serving grades 9-12



**FIGURE 25 FINE ARTS TEACHER DISTRIBUTION 1999-2000: GRADES 9-12**

District	Visual Arts	Music	Dance	Theatre	Total Fine Arts Teachers	Total Students Grades 9-12*	Number of Students per Fine Arts Teacher
Northside	19	53	5	12	89	18047	203
San Antonio	16	32	2	8	58	14555	251
North East	19	35	21	30	105	14304	136
Judson	20	16	2	3	41	4424	108
Harlandale	3	4	1	3	11	3888	353
Edgewood	8	6	4	2	20	3173	159
South San Antonio	4	4	1	2	11	2634	239
East Central	1	4	2	1	8	2383	298
Alamo Heights	3	5	0.5	1	9.5	1429	150
Southside	3	3	0	1	7	1047	150
Fort Sam Houston	1	2	0	1	4	276	69
Randolph	1	3	0	1	5	295	59
Lackland	1	1	0	1	3	135	45
Total	99	168	38.5	66	371.5	66590	179

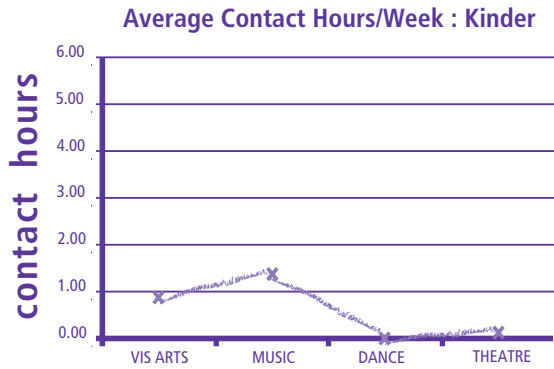
Source: District Questionnaires

\* Source: TEA AEIS 1999-2000

Figures in bold type are same teachers serving grades 9-12

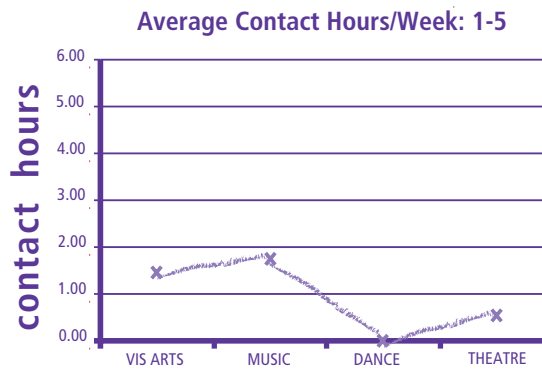


FIGURE 26 AVERAGE CONTACT HOURS PER WEEK: KINDER



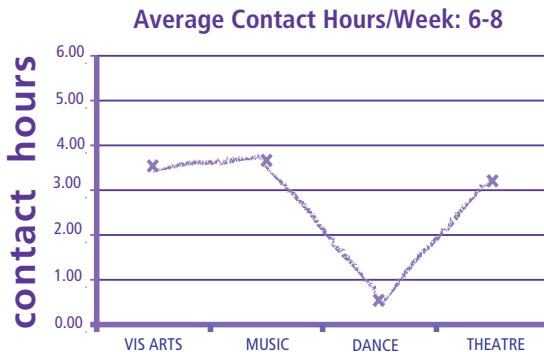
Source: District Questionnaires

FIGURE 27 AVERAGE CONTACT HOURS PER WEEK: Grades 1-5



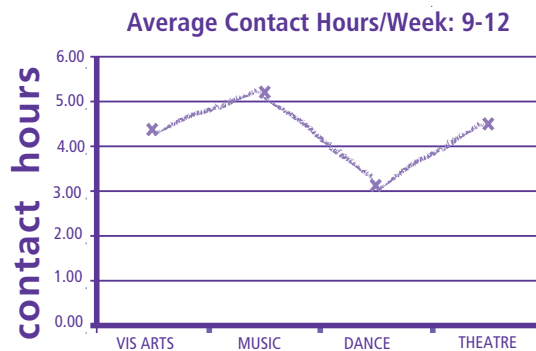
Source: District Questionnaires

FIGURE 28 AVERAGE CONTACT HOURS PER WEEK: Grades 6-8



Source: District Questionnaires

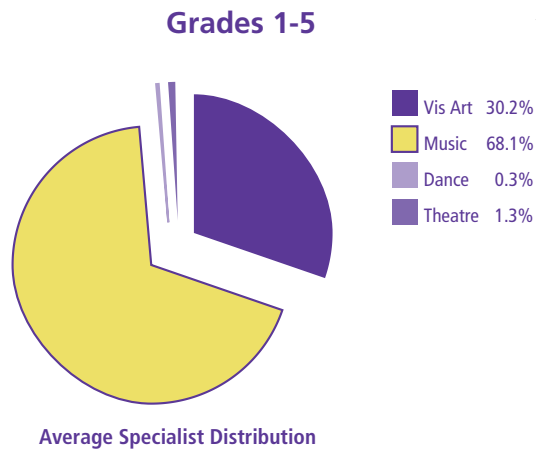
FIGURE 29 AVERAGE CONTACT HOURS PER WEEK: Grades 9-12



Source: District Questionnaires

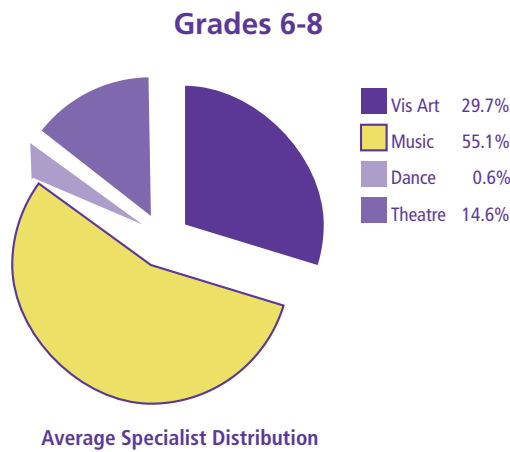


**FIGURE 30 SPECIALIST FINE ART TEACHER DISTRIBUTION: Grades 1-5**



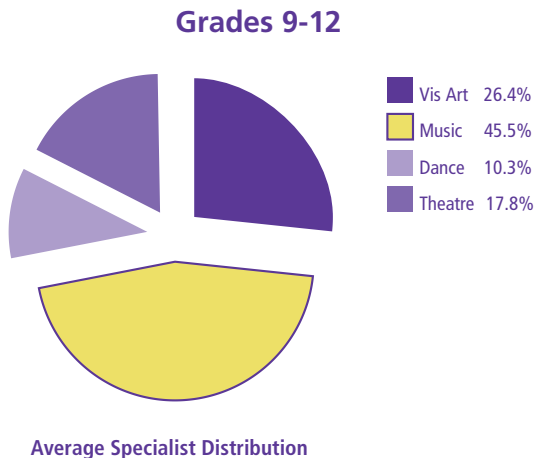
Source: District Questionnaires

**FIGURE 31 SPECIALIST FINE ART TEACHER DISTRIBUTION: Grades 6-8**



Source: District Questionnaires

**FIGURE32 SPECIALIST FINE ART TEACHER DISTRIBUTION: Grades 9-12**



Source: District Questionnaires



**FIGURE 33 ARTS ORGANIZATIONS IDENTIFIED BY SCHOOL DISTRICTS AS HAVING SERVED SCHOOLS 1999-2000, OFFERING MORE THAN ONE ARTS DISCIPLINE**

District	Arts San Antonio: Arts Teach	Carver Community Cultural Center	Class Acts	Gemini Ink	Guadalupe Cultural Arts Center	Other
Northside	✓	✓	✓			
San Antonio	✓	✓	✓		✓	Institute of Texan Cultures, San Antonio Botanical Gardens
North East	✓			✓		
Judson						
Harlandale			✓			
Edgewood	✓	✓	✓		✓	
South San Antonio					✓	
East Central	✓		✓			
Alamo Heights			✓	✓		
Southside					✓	
Fort Sam Houston		✓				
Randolph						Blue Star
Lackland						

Source: District Questionnaires



**FIGURE 34 ARTS ORGANIZATIONS IDENTIFIED BY SCHOOL DISTRICTS AS HAVING SERVED SCHOOLS 1999-2000, OFFERING PREDOMINANTLY VISUAL ARTS**

District	Marion Koogler McNay Art Museum	San Antonio Children's Museum	San Antonio Museum of Art	Southwest School of Art & Craft	Visual Thinking Strategies	Say Sí	Other
Northside	✓		✓				
San Antonio	✓	✓	✓	✓	✓	✓	
North East	✓	✓	✓	✓			
Judson	✓		✓				
Harlandale			✓				
Edgewood	✓	✓	✓				
South San Antonio	✓	✓		✓	✓		
East Central	✓		✓				
Alamo Heights	✓	✓	✓				
Southside	✓	✓	✓				
Fort Sam Houston	✓	✓	✓				
Randolph	✓		✓				Share
Lackland	✓	✓	✓				

Source: District Questionnaires



**figure 35 ARTS ORGANIZATIONS IDENTIFIED BY SCHOOL DISTRICTS AS HAVING SERVED SCHOOLS 1999-2000, OFFERING PREDOMINANTLY MUSIC**

District	Youth Orchestras of San Antonio	San Antonio Symphony	Other
Northside	✓	✓	
San Antonio	✓	✓	
North East	✓	✓	
Judson			
Harlandale	✓	✓	Mariachi
Edgewood	✓	✓	
South San Antonio	✓	✓	
East Central	✓	✓	
Alamo Heights	✓	✓	
Southside			
Fort Sam Houston	✓	✓	
Randolph	✓	✓	
Lackland			

Source: District Questionnaires

**FIGURE 36 ARTS ORGANIZATIONS IDENTIFIED BY SCHOOL DISTRICTS AS HAVING SERVED SCHOOLS 1999-2000, OFFERING PREDOMINANTLY THEATRE**

District	Magik Children's Theatre	Jump-Start Performance Co.	The Witte Museum
Northside	✓		✓
San Antonio	✓		✓
North East	✓	✓	✓
Judson			✓
Harlandale	✓	✓	✓
Edgewood	✓	✓	✓
South San Antonio			
East Central	✓		✓
Alamo Heights	✓		✓
Southside	✓		✓
Fort Sam Houston	✓		✓
Randolph		✓	
Lackland	✓		✓

Source: District Questionnaires



**FIGURE 37 ARTS ORGANIZATIONS' OUTREACH 1999-2000 - VISUAL ARTS**

District	Arts Organization	Number of Artists	Workshop Hours
Northside	Southwest School of Art & Craft	6	26
San Antonio	ARTS San Antonio : ArtsTeach	7	158
	Urban SmARTS	8?	?
	Visual Thinking Strategies	1	9
	Southwest School Of Art & Craft	40	180
North East	ARTS San Antonio : ArtsTeach	7	158
	San Antonio Children's Museum	9	40
	Southwest School of Art & Craft	8	34
Judson			
Harlandale	Marion Koogler McNay Art Museum	16	104
Edgewood	ARTS San Antonio : ArtsTeach	3	8
South San Antonio			
East Central			
Alamo Heights			
Southside			
Fort Sam Houston			
Randolph			
Lackland			

Source: Arts Organizations' Questionnaires

**FIGURE 38 DISTRICTS' VISITS TO ARTS ORGANIZATIONS ON-SITE 1999-2000 - VISUAL ARTS**

District	Arts Organization	Number Of Visits	Number Of Artists	Workshop Hours
Northside	San Antonio Museum of Art	175	*	262
San Antonio	San Antonio Museum of Art	287	*	430
North East	San Antonio Museum of Art	183	*	274
Judson				
Harlandale	San Antonio Museum of Art	89	*	133
Edgewood	San Antonio Museum of Art	98	*	147
South San Antonio	San Antonio Museum of Art	39	*	58
East Central				
Alamo Heights				
Southside				
Fort Sam Houston				
Randolph				
Lackland				
Mixed Districts	Guadalupe Cultural Arts Center	No Data	No Data	No Data
	Marion Koogler McNay Art Museum	No Data	No Data	No Data
	Say Sí & Say Sí Media Arts		7	25
			2	25

\*Docents, Average Of 5 Per Class

Source: Arts Organizations' Questionnaires



**FIGURE 39 ARTS ORGANIZATIONS' OUTREACH 1999-2000 - MUSIC**

District	Arts Organization	Number Of Artists	Workshop Hours
Northside	Carver Community Cultural Center	4	4
	Class Acts	No Data	11
San Antonio	ARTS San Antonio: ArtsTeach	1	2
	Carver Community Cultural Center	2	8
	Class Acts	No Data	9
	Urban SmARTS	No Data	
North East	Carver Community Cultural Center	2	2
Judson	Class Acts	No Data	1
Harlandale	Class Acts	No Data	7
Edgewood			
South San Antonio	Class Acts	No Data	1
East Central			
Alamo Heights			
Southside			
Fort Sam Houston			
Randolph			
Lackland	Class Acts	No Data	1
Southwest	Class Acts	No Data	2

Source: Arts Organizations' Questionnaires

**FIGURE 40 DISTRICTS' ON-SITE VISITS TO ARTS ORGANIZATIONS 1999-2000 - MUSIC**

District	Arts Organization
Northside	San Antonio Symphony
San Antonio	San Antonio Symphony
North East	San Antonio Symphony
Judson	San Antonio Symphony
Harlandale	San Antonio Symphony
Edgewood	San Antonio Symphony
South San Antonio	San Antonio Symphony
East Central	San Antonio Symphony
Alamo Heights	San Antonio Symphony
Southside	
Fort Sam Houston	San Antonio Symphony
Randolph	San Antonio Symphony
Lackland	
Southwest	

Source: Arts Organizations' Questionnaires



**FIGURE 41   ARTS ORGANIZATIONS' OUTREACH 1999-2000 - DANCE**

District	Arts Organization	Number Of Artists	Workshop Hours
Northside	Carver Community Cultural Center	4	4
	Class Acts	No Data	1
San Antonio	ARTS San Antonio: ArtsTeach	2	10
	Carver Community Cultural Center	8	12
	Class Acts	No Data	3
	San Antonio Dance Umbrella	2	148
North East	ARTS San Antonio: ArtsTeach	2	10
	Carver Community Cultural Center	2	2
Judson			
Harlandale	Class Acts	No Data	2
Edgewood	ARTS San Antonio: ArtsTeach	1	7
South San Antonio	Class Acts	No Data	1
East Central			
Alamo Heights			
Southside			
Fort Sam Houston			
Randolph			
Lackland			
Southwest	Class Acts	No Data	2

Source: Arts Organizations' Questionnaires



**FIGURE 42 ARTS ORGANIZATIONS' OUTREACH 1999-2000 - THEATRE**

District	Arts Organization	Number Of Artists	Workshop Hours
Northside	Magik Children's Theater	2	16
	The Witte Museum	6	32
San Antonio	ARTS San Antonio: ArtsTeach	2	20
	Carver Community Cultural Center	1	1.5
	Class Acts	No Data	16
	Jump-Start Performance Co.	2	5
	Magik Children's Theater	6	32
	Urban SmARTS	2	No Data
	The Witte Museum	6	32
North East	Magik Children's Theater	2	16
	The Witte Museum	6	32
Judson			
Harlandale	Class Acts	No Data	3
	Jump-Start Performance Co.	2	3
	Magik Children's Theater	2	16
Edgewood	ARTS San Antonio: ArtsTeach	1	5
	Jump-Start Performance Co.	2	3
	Magik Children's Theater	2	16
South San Antonio	Jump-Start Performance Co.	2	3
	Magik Children's Theater	2	16
	The Witte Museum	6	32
East Central			
Alamo Heights			
Southside			
Fort Sam Houston			
Randolph			
Lackland			
Southwest			

Source: Arts Organizations' Questionnaires



**FIGURE 43 ARTS ORGANIZATIONS' OUTREACH 1999-2000 - CREATIVE WRITING**

District	Arts Organization	Number of Artists	Workshop Hours
Northside			
San Antonio	ARTS San Antonio: ArtsTeach	2	34
	Carver Community Cultural Center	1	1
	Gemini Ink	4	180
North East	ARTS San Antonio: ArtsTeach	3	3
	Gemini Ink	4	160
Judson			
Harlandale			
Edgewood	ARTS San Antonio: ArtsTeach	1	2
South San Antonio			
East Central	Gemini Ink		
Alamo Heights		1	80
Southside			
Fort Sam Houston			
Randolph			
Lackland			
Juv Justice System	Gemini Ink		400

Source: Arts Organizations' Questionnaires



## II Regional and National Data Peer Districts

### TEXAS

In order for meaningful comparisons to be made between San Antonio's Bexar County school districts, school districts across Texas, and nationwide, San Antonio Independent School District was chosen as a base line for selection of peers. It is classified as a major urban school district by the Texas Education Agency with student numbers in excess of 50,000. The Texas Education Agency website offers peer search facilities of Texas school districts with similar characteristics, and thus the following major urban districts were chosen for comparison:

Dallas  
El Paso  
Ysleta  
Houston  
Austin

**COMMUNITY TYPE:** All of the Texas school districts below are identified as Major Urban by the Texas Education Agency website.

**FIGURE 44 Texas School Districts by Property Wealth**

Property Wealth	District
Under \$55,908	
\$55,908 - \$80,372	
\$80,372 - \$92,405	Ysleta
\$92,405-\$110,939	
\$110,939 - \$127,437	
\$127,437 - \$130,896	El Paso
\$130,896 - \$145,500	
\$145,500 - \$154,504	
\$154,504 -\$165,403	
\$165,403 - \$174,843	
\$174,843 - \$184,118	
\$184,118 - \$203,766	
\$203,766 - \$215,907	
\$215,907 - \$249,888	
\$249,888 - \$253,135	Houston
\$253,135 - \$285,488	
\$285,488 - \$295,269	Dallas
\$295,269 - \$402,617	Austin
\$402,617-\$825,089	
\$825,089 And Over	



**FIGURE 45 DISTRICT SIZE BY STUDENT ENROLLMENT 1999-2000**

District	K-5	6-8	9-12	K-12
Austin	37,438	16,548	20,008	73,994
Dallas	82,777	35,489	36,352	154,618
El Paso	28,603	13,818	17,399	59,820
Houston	107,211	42,793	48,334	198,338
Ysleta	20,805	10,177	14,340	45,322

Source: TEA Data Mart AEIS 99/00

**FIGURE 46 STUDENT DEMOGRAPHICS BY DISTRICT 1998-1999**

District	% African American	% Hispanic	% White	% Other	% Econ Disadv	% Sp Ed	% Bilingual/ESL
Austin	17	44	36	3	49	12	14
Dallas	39	49	9	2	72.5	9	30
El Paso	5	77	17	2	66.7	9	24
Houston	34	53	11	3	71.3	11	23
Ysleta	3	87	10	1	71.8	10	23
Average	19.6	62	16.6	2.2	66.26	10.2	22.8

Source: TEA Data Mart District Snapshots 98/99

**FIGURE 47 NUMBER OF SCHOOLS BY DISTRICT AND TYPE 1998-1999**

District	SCHOOLS						
	Elementary	El/Sec	Middle	High	Other	Alt	Magnet*
Austin	69	1	15	12	1	4	0
Dallas	153	0	27	32	2	8	1
El Paso	54	1	14	10	0	4	0
Houston	199	5	43	32	1	12	no data
Ysleta	34	0	11	7	2	6	0

Source : TEA Data Central District Staff by Role and School Type

\*Source: District Questionnaires

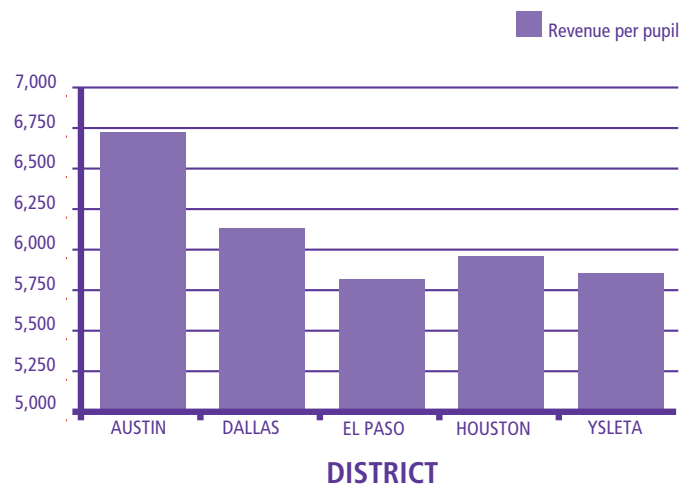


**FIGURE 48 TOTAL NUMBER OF TEACHERS 1999--2000**

District	Total Students K-12*	Total Teachers**	Total Fine Arts Teachers**	Number of Students per Fine Arts Teachers
Austin	73,994	5,100	367	202
Dallas	154,618	9,957	738	209
El Paso	59,820	3,785	148	404
Houston	198,338	11,638	498	398
Ysleta	45,322	3,043	130	349

\*Source: Tea Data Central: Aeis Reports 1999-2000

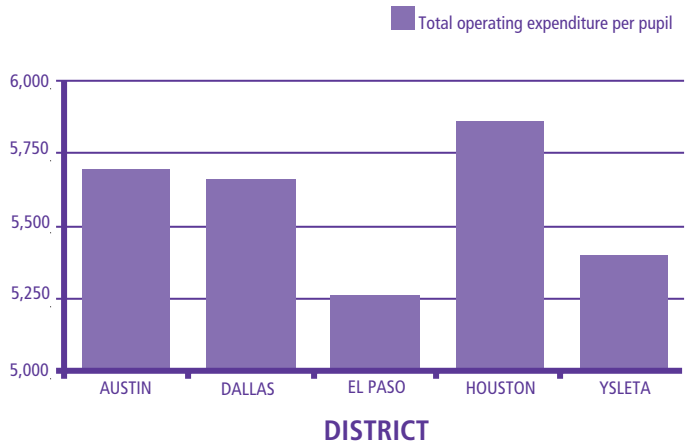
\*\*Source: Tea Data Central: District Teacher Summary Comparison 1999-2000

**FIGURE 49 TOTAL REVENUE PER PUPIL 1999-2000**

Source: TEA District Snapshot 1999-2000 / Taxes & Budgeted Revenues

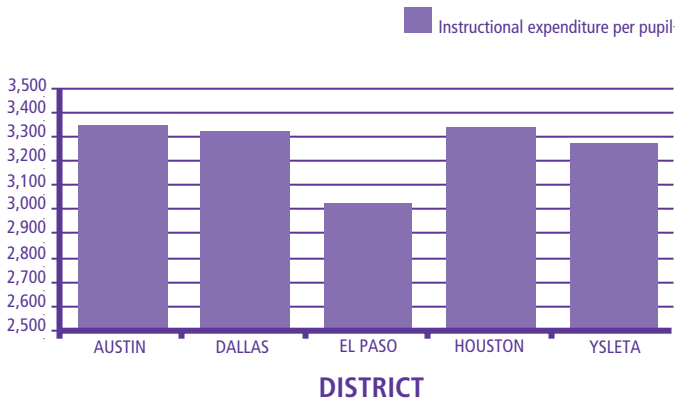


**FIGURE 50    TOTAL OPERATING EXPENDITURE PER PUPIL 1999-2000**



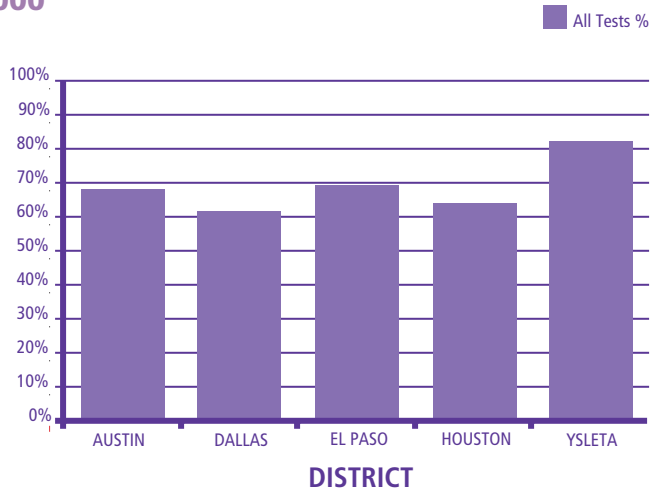
Source: TEA District Snapshot 1999-2000 / Fund Balances

**FIGURE 51    INSTRUCTIONAL EXPENDITURE PER PUPIL 1999-2000**



Source: TEA District Snapshot 1999-2000 / Budgeted Instructional Expenditures

**FIGURE 52    TAAS % STUDENTS PASSING - ALL TESTS - ALL GRADES SPRING 2000**



Source: TEA District Snapshot 1999-2000 / TAAS



# Questionnaires

Responses were received from all but one of the districts: Houston ISD did not return a completed questionnaire.

**FIGURE 53 FINE ARTS PROGRAMS: KINDER - TEXAS PEER DISTRICTS**

District	Visual Arts	Music	Dance	Theatre
Austin	Yes	NO	NO	NO
Dallas	No Data	No Data	No Data	No Data
El Paso	Yes	Yes	NO	NO
Ysleta	Yes	Yes	Yes	Yes, Incorporated

**FIGURE 54 FINE ARTS PROGRAMS: GRADES 1-5 - TEXAS PEER DISTRICTS**

District	Visual Arts	Music	Dance	Theatre
Austin	Yes	Yes	NO	NO
Dallas	No Data	No Data	No Data	No Data
El Paso	Yes	Yes	NO	No
Ysleta	Yes	Yes	No	Yes

**FIGURE 55 FINE ARTS PROGRAMS: GRADES 6-8 - TEXAS PEER DISTRICTS**

District	Visual Arts	Music	Dance	Theatre
Austin	Yes	Yes	No	Yes
Dallas	Yes	Yes	Yes	Yes
El Paso	Yes	Yes	No	No
Ysleta	Yes	Yes	No	Yes

**FIGURE 56 FINE ARTS PROGRAMS: GRADES 9-12 - TEXAS PEER DISTRICTS**

District	Visual Arts	Music	Dance	Theatre
Austin	Yes	Yes	Yes	Yes
Dallas	Yes	Yes	Yes	Yes
El Paso	Yes	Yes	No	Yes
Ysleta	Yes	Yes	Yes	Yes



**FIGURE 57 ENROLLMENT IN FINE ARTS PROGRAMS: KINDER - TEXAS PEER DISTRICTS**

District	Total Kinder Enrolled*	Visual Arts	Music	Dance	Theatre
Austin	6,416	See Elementary	0	0	0
Dallas	13,882	No Data	No Data	No Data	No Data
El Paso	4,333	4,309	4,309	0	0
Ysleta	3,391	No Data	No Data	No Data	No Data

\*Source: TEA AEIS 1999-2000

**FIGURE 58 ENROLLMENT IN FINE ARTS PROGRAMS: GRADES 1-5 - TEXAS PEER DISTRICTS**

District	Total 1-5 Enrolled*	Visual Arts	Music	Dance	Theatre
Austin	31,022	36,635**	36,500**	0	0
Dallas	68,175	No Data	No Data	No Data	No Data
El Paso	24,270	23,835	23,835	0	0
Ysleta	17,414	430	3,931	0	100

\*Source: TEA AEIS 1999-2000

\*\*Includes Kinder

**FIGURE 59 ENROLLMENT IN FINE ARTS PROGRAMS: GRADES 6-8 - TEXAS PEER DISTRICTS**

District	Total 6-8 Enrollment*	Visual Arts	Music	Dance	Theatre
Austin	16,548	8,224	2,727	0	0
Dallas	35,489	4,205	5,713	1,137	1,543
El Paso	13,818	3,450	1,033	0	0
Ysleta	10,177	2,048	3,241	0	457

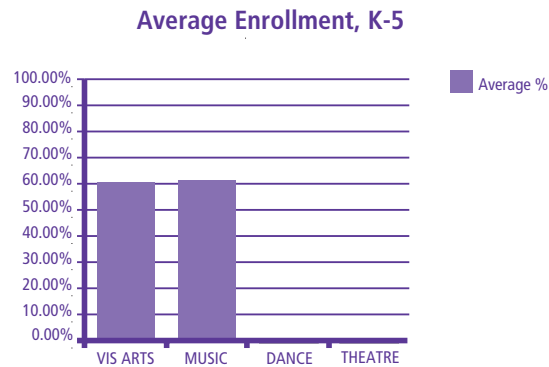
\*Source: TEA AEIS 1999-2000

**FIGURE 60 ENROLLMENT IN FINE ARTS PROGRAMS: GRADES 9-12 - TEXAS PEER DISTRICTS**

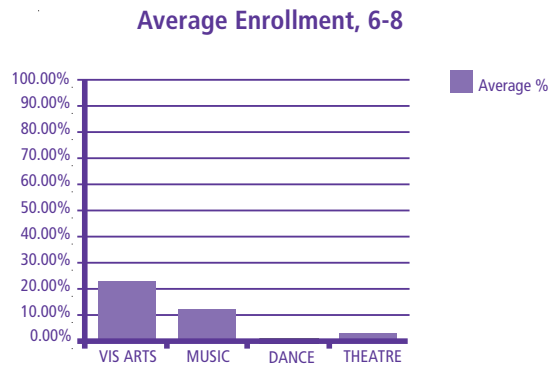
District	Total 9-12 Enrollment*	Visual Arts	Music	Dance	Theatre
Austin	20008	3772	955	832	1490
Dallas	36352	4205**	4609**	817**	2811**
El Paso	17399	3255	1380	0	750
Ysleta	14340	960	1849	815	784



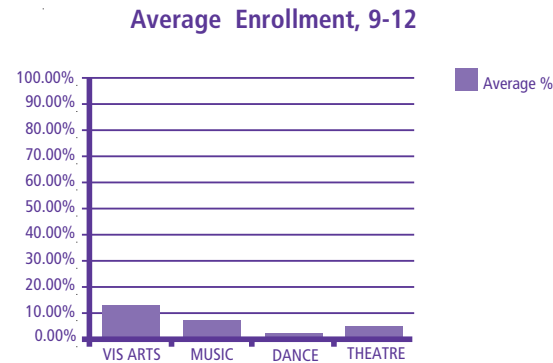
**FIGURE 61 ENROLLMENT IN FINE ARTS PROGRAMS AS % OF ALL STUDENTS GRADES K-5 - TEXAS PEER DISTRICTS**



**FIGURE 62 ENROLLMENT IN FINE ARTS PROGRAMS AS % OF ALL STUDENTS GRADES 6-8 - TEXAS PEER DISTRICTS**



**FIGURE63 ENROLLMENT IN FINE ARTS PROGRAMS AS % OF ALL STUDENTS GRADES 9-12 - TEXAS PEER DISTRICTS**



**FIGURE 64 FINE ARTS TEACHER DISTRIBUTION 1999-2000: K-5 - TEXAS PEER DISTRICTS**

District	Visual Arts	Music	Dance	Theatre	Total Fine Arts Teachers	Total Students K-5*	Number of Students per Fine Arts Teacher
Austin	104	104	0	0	208	37,438	180
Dallas	70	154	7	2	233	82,777	355
El Paso	3	7	0	0	10	28,603	2,860
Ysleta	4	32	0	1	37	20,805	562

Source: Questionnaires  
\*Source: TEA AEIS 1999-2000



**FIGURE 65 FINE ARTS TEACHER DISTRIBUTION 1999-2000:  
GRADES 6-8, TEXAS PEER DISTRICTS**

District	Visual Arts	Music	Dance	Theatre	Total Fine Arts Teachers	Total Students Grades 6-8*	Number of Students per Fine Arts Teacher
Austin	26	67	2	18	113	16,548	146
Dallas	34	46	11	15	106	35,489	334
El Paso	23	9	0	0	32	13,818	432
Ysleta	15	32	0	4	51	10,177	199

Source: Questionnaires

\*Source: TEA AEIS 1999-2000

**FIGURE 66 FINE ARTS TEACHER DISTRIBUTION 1999-2000:  
GRADES 9-12, TEXAS PEER DISTRICTS**

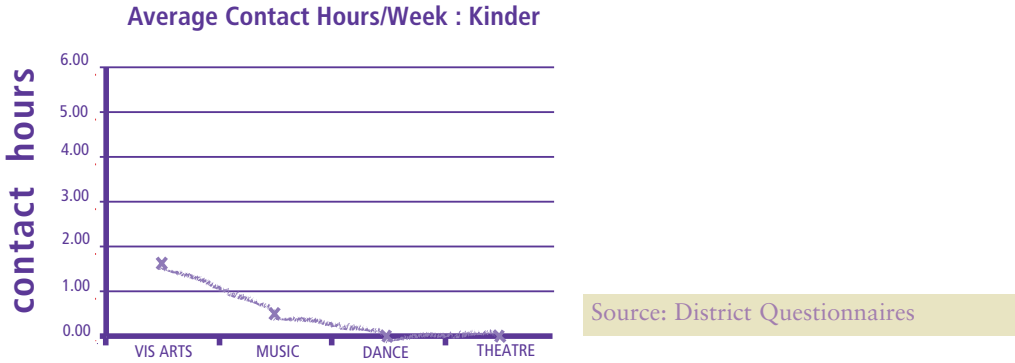
District	Visual Arts	Music	Dance	Theatre	Total Fine Arts Teachers	Total Students Grades 9-12*	Number of Students per Fine Arts Teacher
Austin	26	45	13	14	98	20,008	204
Dallas	54	55	14	29	152	36,352	239
El Paso	21	9	0	9	39	17,399	446
Ysleta	16	33	10	12	71	14,340	202

Source: Questionnaires

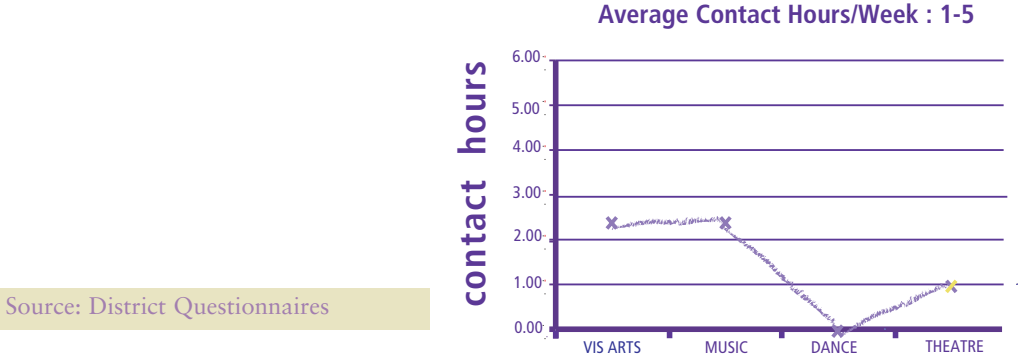
\*Source: TEA AEIS 1999-2000



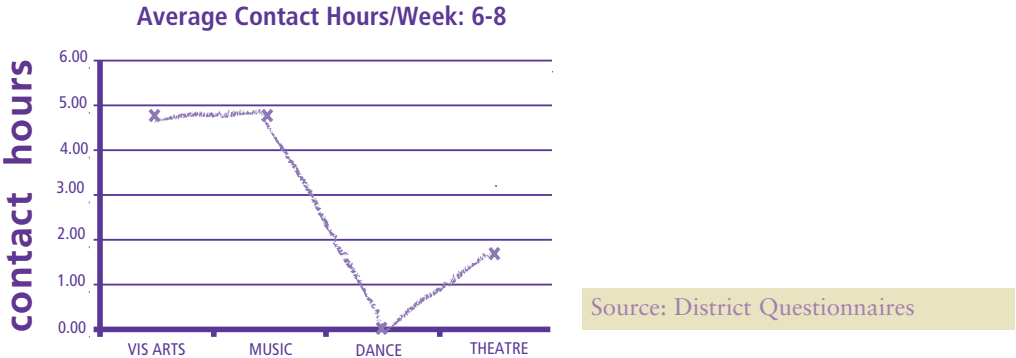
**FIGURE 67 AVERAGE CONTACT HOURS PER WEEK: KINDER - TEXAS PEER DISTRICTS**



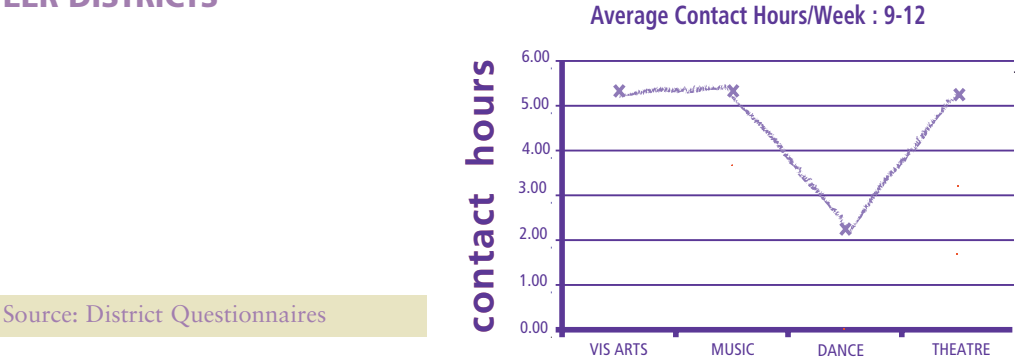
**FIGURE 68 AVERAGE CONTACT HOURS PER WEEK: GRADES 1-5 - TEXAS PEER DISTRICTS**



**FIGURE 69 AVERAGE CONTACT HOURS PER WEEK: GRADES 6-8 - TEXAS PEER DISTRICTS**

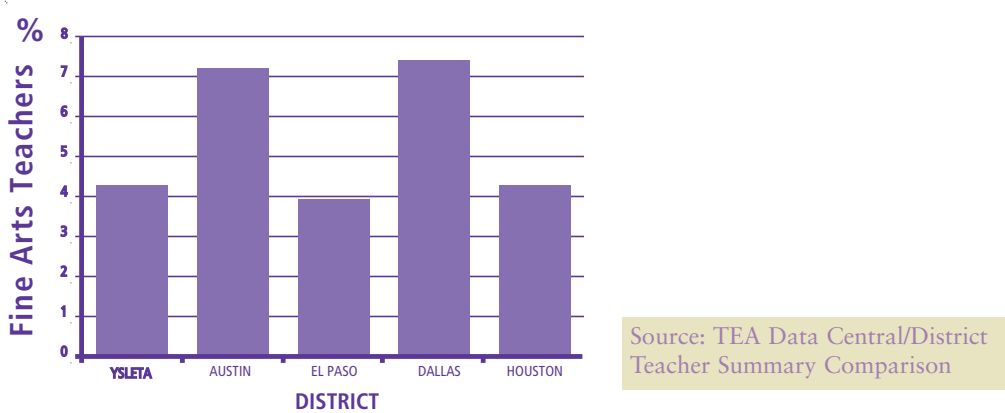


**FIGURE 70 AVERAGE CONTACT HOURS PER WEEK: GRADES 9-12 - TEXAS PEER DISTRICTS**

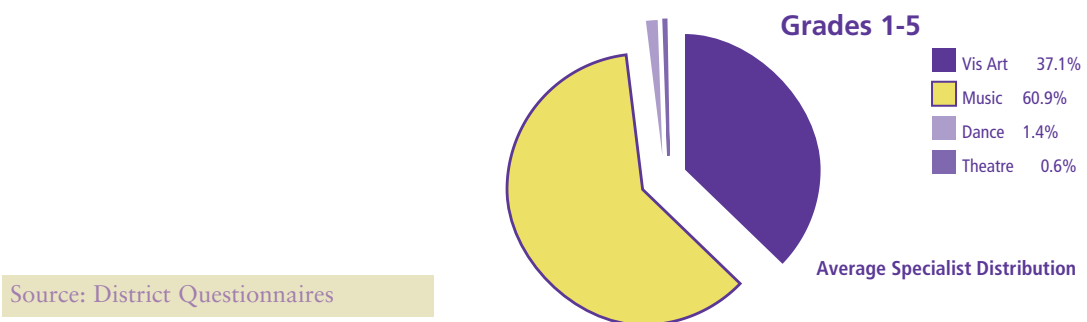




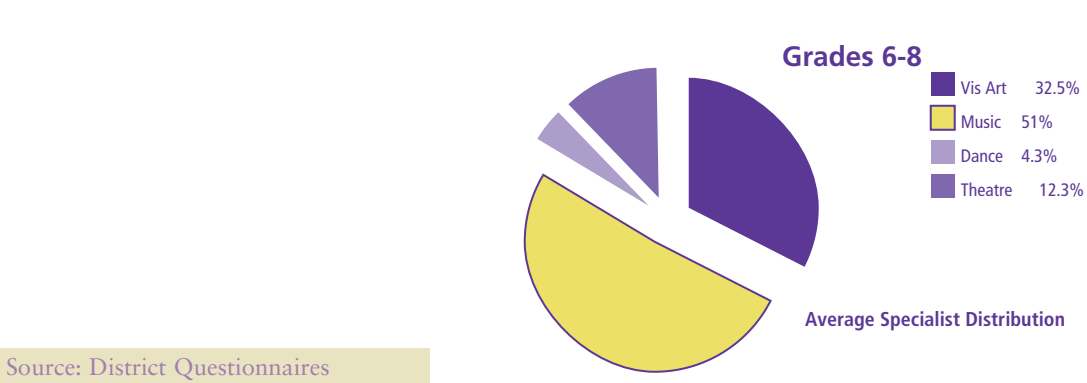
**FIGURE 71    % FINE ARTS TEACHERS - TEXAS PEER DISTRICTS**



**FIGURE 72    SPECIALIST FINE ART TEACHER DISTRIBUTION; GRADES 1-5 - TEXAS PEER DISTRICTS**



**FIGURE 73    SPECIALIST FINE ART TEACHER DISTRIBUTION; GRADES 6-8 - TEXAS PEER DISTRICTS**



**FIGURE 74    SPECIALIST FINE ART TEACHER DISTRIBUTION; GRADES 9-12 - TEXAS PEER DISTRICTS**





## Nationwide

Beyond the state of Texas, 48 large central city peer districts were identified by the Department of Education's National Center for Education Statistics website as matching SAISD.

The detailed student demographics supplied by this site (see TABLE) were used to match more closely those districts to SAISD, in order to narrow the range to the following:

Tucson AZ  
 Fresno CA  
 Oakland CA  
 Sacramento CA  
 Denver CO  
 Boston MA  
 St Paul MN  
 Newark NJ  
 Long Beach CA  
 San Francisco CA  
 Chicago IL  
 Miami-Dade FL

Responses were received from 4 of the 17 districts approached:

Boston,  
 Long Beach  
 Miami-Dade  
 Sacramento

**FIGURE 75 SCHOOL CHARACTERISTICS FOR PEER GROUPS**

District	Total Students	% School Age in Poverty	% Minority Enrollment	% At-Risk Children	% Limited English Proficiency
San Antonio TX	60,794	46.5	44.6	13.3	6.8
Austin TX	74,772	22	40.8	4.8	4
Dallas TX	148,839	30.7	64.4	7.4	5.4
El Paso TX	64,260	38.1	26.7	8.6	10.8
Ysleta TX	47,144	38.1	26.7	8.6	10.8
Boston MA	62,293	28.5	59.4	8.4	5.8
Miami-Dade FL	333,817	24.4	36.6	7.2	6.3
Long Beach CA	80,520	25.7	55.8	5.4	9.8
Sacramento CA	50,104	28.4	54.4	4.6	7

Source: National Center for Education Statistics 1996-1997



**FIGURE 76 SAN ANTONIO AND PEER DISTRICTS, STUDENT AND SCHOOL DATA**

District	Total Students Enrolled	Total Schools	Magnet Schools	Total Teachers	Total Fine Arts Teachers	TAAS % Passing All Grades
San Antonio TX	57,565	108	1	3,582	140	65.6
Austin TX	77,723	102	0	5,100	367	71.2
Dallas TX	160,477	223	1	9,957	738	59.9
El Paso TX	62,306	83	0	3,785	148	70.7
Ysleta TX	46,950	60	0	3,043	130	83.7
Boston MA	63,300	131	0	4,670	229	
Miami-Dade FL	351,028	337	19	18,702	1,200	
Long Beach CA	87,330	90	3	3,745	147	
Sacramento CA	51,378	80	3	2,296	54	

bold figs source questionnaires

**FIGURE 77 STUDENT DEMOGRAPHICS BY DISTRICT**

District	% African American	% Hispanic	% White	% Other	% Econ Disadv	% Special Education	% Bilingual/ ESL
Boston 99/00	49	27	15	10	71	21	15
Miami-Dade 99/00	32.2	54.2	11.8	1.9	69.8		21.2
Long Beach 98/99	19.9	43.9	18.3	17.8	66.2		37.3
Sacramento 98/99	21.6	24.5	25.9	28	60.1		29.1

Sources: Boston Public Schools at a Glance

Miami-Dade Website

CA Ed Data (WWW)CBEDS:California Dept of Education Educational DemoGRAPHics Unit



**FIGURE 78 NUMBER OF SCHOOLS BY DISTRICT AND TYPE**

District	Elementary	El/Sec	Middle	High	Other	Alternative
Boston 99/00	77	8	20	20	6	
Miami-Dade 99/00	202		51	33		32
Long Beach 98/99	59		15	8	2	3
Sacramento 98/99	60	0	8	5	2	2

Sources: Boston Public Schools At A Glance

Miami-Dade Website

Ca Ed Data (WWW)CBEDS:California Dept Of Education Educational Demographics Unit

**FIGURE 79 TOTAL NUMBER OF TEACHERS BY DISTRICT 1998-1999**

District	Teachers
Boston 99/00	4,670
Miami-Dade 99/00	18,702
Long Beach 98/99	3,745
Sacramento 98/99	2,296

Sources: Boston Public Schools at a Glance

Miami-Dade Website

CA Ed Data (WWW)CBEDS:California Dept of Education Educational  
DemoGRAPHics Unit



## Questionnaires

**FIGURE 80 FINE ARTS PROGRAMS: KINDER - NATIONAL PEER DISTRICTS**

District	Visual Arts	Music	Dance	Theatre
Boston	Yes	Yes	Yes	Yes
Miami-Dade	No	No	No	No
Long Beach	No	Yes	No	No
Sacramento	No	No	No	No

**FIGURE 81 FINE ARTS PROGRAMS GRADES: 1-5 - NATIONAL PEER DISTRICTS**

District	Visual Arts	Music	Dance	Theatre
Boston	Yes	Yes	Yes	Yes
Miami-Dade	No	No	No	No
Long Beach	No	Yes	No	No
Sacramento	No	No	No	No

**FIGURE 82 FINE ARTS PROGRAMS GRADES: 6-8 - NATIONAL PEER DISTRICTS**

District	Visual Arts	Music	Dance	Theatre
Boston	Yes	Yes	Yes	Yes
Miami-Dade	Yes	Yes	Yes	Yes
Long Beach	Yes	Yes	Yes	Yes
Sacramento	Yes	Yes	No	Yes

**FIGURE 83 FINE ARTS PROGRAMS GRADES: 9-12 - NATIONAL PEER DISTRICTS**

District	Visual Arts	Music	Dance	Theatre
Boston	Yes	Yes	Yes	Yes
Miami-Dade	Yes	Yes	Yes	Yes
Long Beach	Yes	Yes	Yes	Yes
Sacramento	Yes	Yes	Yes	Yes



**FIGURE 84 ENROLLMENT IN FINE ARTS PROGRAMS: GRADES K-5 - NATIONAL PEER DISTRICTS**

District	Visual Arts	Music	Dance	Theatre
Boston	No Data	No Data	No Data	No Data
Miami-Dade	114,000	114,000	320	500
Long Beach	No Data	46000	No Data	No Data
Sacramento	No Data	No Data	No Data	No Data

**FIGURE 85 ENROLLMENT IN FINE ARTS PROGRAMS: GRADES 6-8 - NATIONAL PEER DISTRICTS**

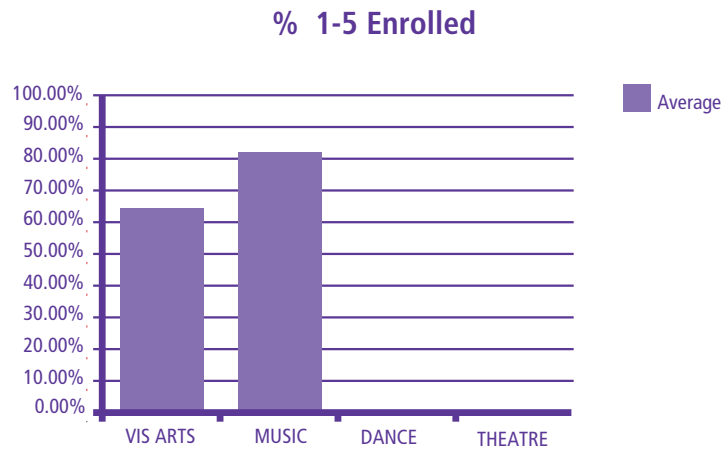
District	Visual Arts	Music	Dance	Theatre
Boston	No Data	No Data	No Data	No Data
Miami-Dade	11,800	19,179	4,122	4,363
Long Beach	2,700	4,000	150	300
Sacramento	No Data	No Data	No Data	No Data

**FIGURE 86 ENROLLMENT IN FINE ARTS PROGRAMS: GRADES 9-12 - NATIONAL PEER DISTRICTS**

District	Visual Arts	Music	Dance	Theatre
Boston	No Data	No Data	No Data	No Data
Miami-Dade	20,650	13,171	3,815	4,948
Long Beach	6,000	2,500	1,000	1,000
Sacramento	No Data	No Data	No Data	No Data

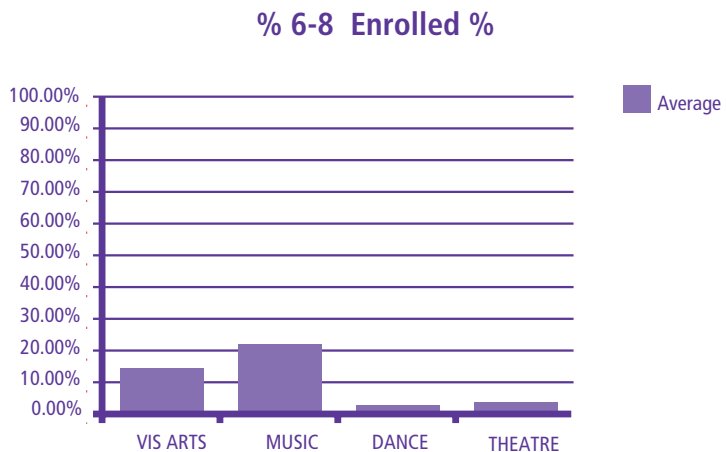


**FIGURE 87 ENROLLMENT IN FINE ARTS PROGRAMS AS % OF ALL STUDENTS GRADES 1-5 - NATIONAL PEER DISTRICTS MIAMI-DADE AND LONG BEACH**



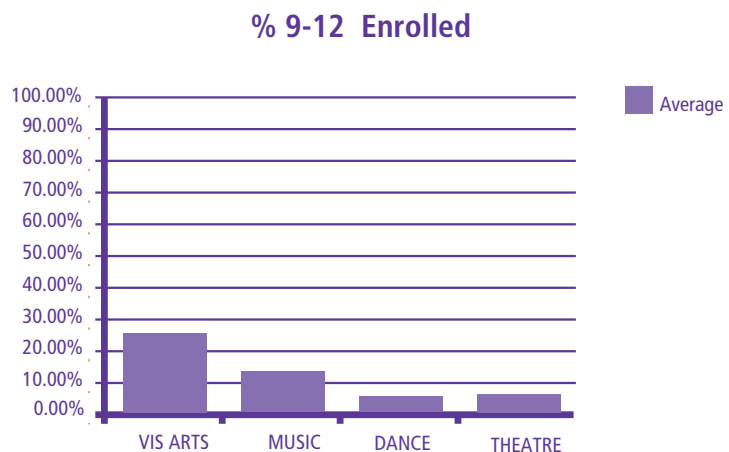
Source: Questionnaires

**FIGURE 88 ENROLLMENT IN FINE ARTS PROGRAMS AS % OF ALL STUDENTS GRADES 6-8 - NATIONAL PEER DISTRICTS MIAMI-DADE AND LONG BEACH**



Source: Questionnaires

**FIGURE 89 ENROLLMENT IN FINE ARTS PROGRAMS AS % OF ALL STUDENTS GRADES 9-12 - NATIONAL PEER DISTRICTS MIAMI-DADE AND LONG BEACH**



Source: Questionnaires



**FIGURE 90 FINE ARTS TEACHER DISTRIBUTION 1999-2000:  
GRADES K-5 - NATIONAL PEER DISTRICTS**

District	Visual Arts	Music	Dance	Theatre	Total Fine Arts Teachers	Total Students K-5*	Number of Students per Fine Arts Teacher
Boston	52	49	3	10	114	31,800	279
Miami-Dade	266	287	6	5	564	167,327	297
Long Beach	No Data	30	No Data	No Data	30	44,993	1,500
Sacramento	0	12	0	0	12	26,169	2,181

\*Source: Boston Public Schools at a Glance (WWW), Miami-Dade County Public Schools Website, CA Ed Data (WWW)

**FIGURE 91 FINE ARTS TEACHER DISTRIBUTION 1999-2000:  
GRADES 6-8 - NATIONAL PEER DISTRICTS**

District	Visual Arts	Music	Dance	Theatre	Total Fine Arts Teachers	Total Students K-5*	Number of Students per Fine Arts Teacher
Boston	24	14	3	11	52	13,800	265
Miami-Dade	72	105	32	46	255	83,622	328
Long Beach	18	29	2	8	57	19,386	340
Sacramento	0	11	0	0	11	11,808	1,073

\*Source: Boston Public Schools at a Glance (WWW), Miami-Dade County Public Schools Website, CA Ed Data (WWW)

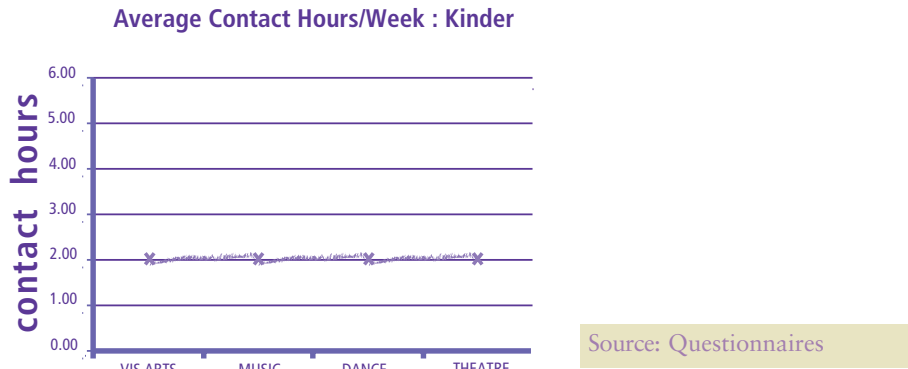
**FIGURE 92 FINE ARTS TEACHER DISTRIBUTION 1999-2000:  
GRADES 9-12 - NATIONAL PEER DISTRICTS**

District	Visual Arts	Music	Dance	Theatre	Total Fine Arts Teachers	Total Students K-5*	Number of Students per Fine Arts Teacher
Boston	22	15	3	5	45	17,700	393
Miami-Dade	106	90	33	52	281	77,773	277
Long Beach	34	14	6	6	60	22,951	383
Sacramento	11	10	5	5	31	13,401	432

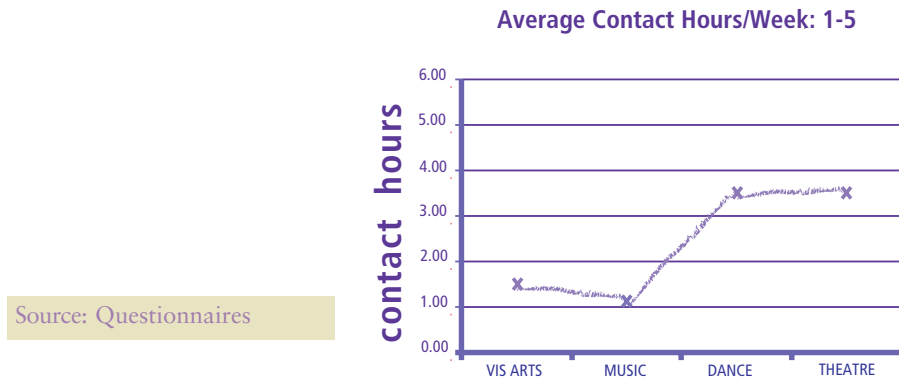
\*Source: Boston Public Schools at a Glance (WWW), Miami-Dade County Public Schools Website, CA Ed Data (WWW)



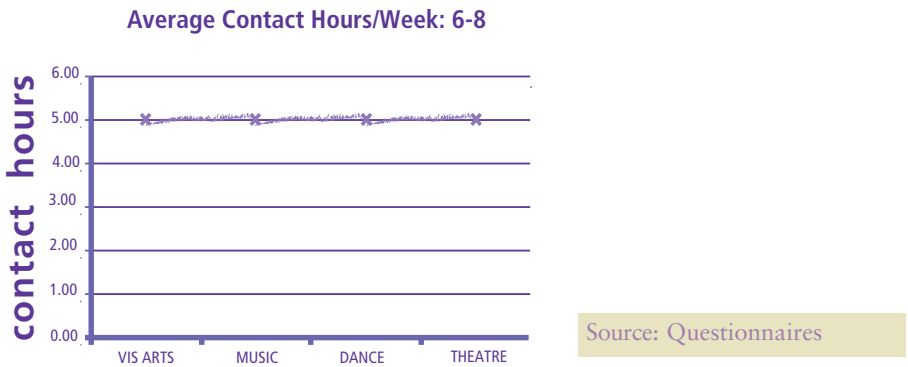
**FIGURE 93 AVERAGE CONTACT HOURS PER WEEK: KINDER - NATIONAL PEER DISTRICTS**



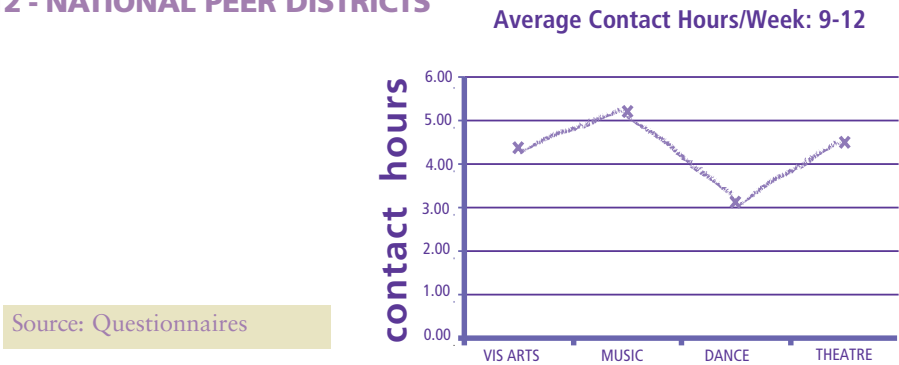
**FIGURE 94 AVERAGE CONTACT HOURS PER WEEK: GRADES 1-5 - NATIONAL PEER DISTRICTS**



**FIGURE 95 AVERAGE CONTACT HOURS PER WEEK: GRADES 6-8 - NATIONAL PEER DISTRICTS**

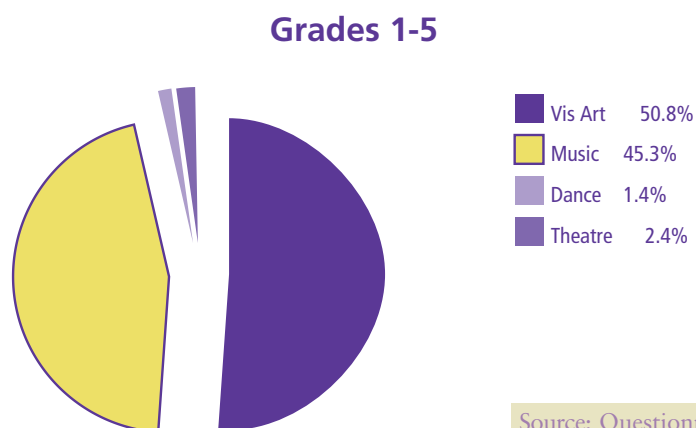


**FIGURE 96 AVERAGE CONTACT HOURS PER WEEK: GRADES 9-12 - NATIONAL PEER DISTRICTS**



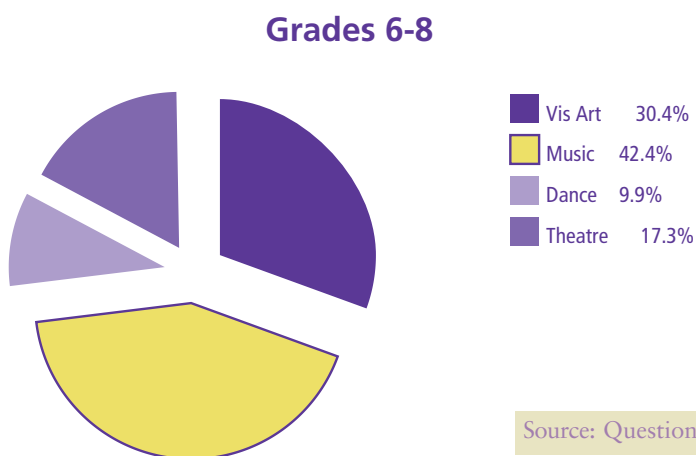


**FIGURE 97 SPECIALIST FINE ART TEACHER DISTRIBUTION:  
GRADES 1-5 - NATIONAL PEER DISTRICTS**



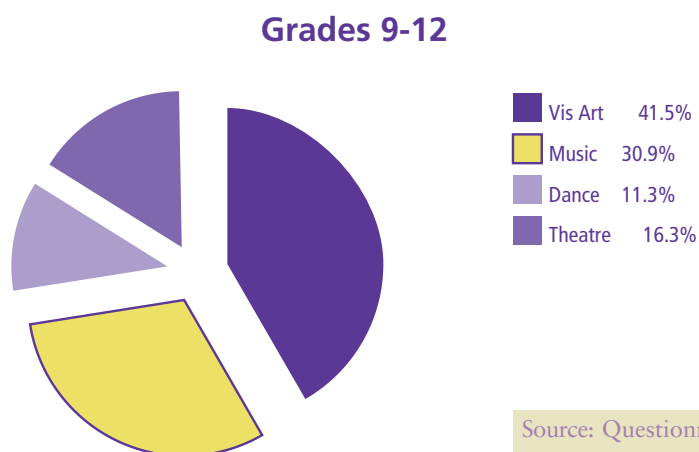
Source: Questionnaires

**FIGURE 98 SPECIALIST FINE ART TEACHER DISTRIBUTION:  
GRADES 6-8 - NATIONAL PEER DISTRICTS**



Source: Questionnaires

**FIGURE 99 SPECIALIST FINE ART TEACHER DISTRIBUTION:  
GRADES 9-12 - NATIONAL PEER DISTRICTS**



Source: Questionnaires



If we omit the arts from the **curriculum**, we are in effect shortchanging the mind.

*Howard Gardner, originator of the theory of multiple intelligences*





# Individual District Profiles and Comparison by Size

Alamo Heights	P.
East Central	P.
Edgewood	P.
Fort Sam Houston	P.
Harlandale	P.
Judson	P.
Lackland	P.
North East	P.
Northside	P.
Randolph Field	P.
San Antonio ISD	P.
South San Antonio	P.
Southside	P.

The Three Largest School Districts

The Three Medium-Sized School Districts

The Four Smallest School Districts



The District Fine Arts Education Profiles provide a snapshot of the individual school districts' provision for arts education in 1999-2000.

For background information about the individual districts for 1999-2000, please refer to the following tables and graphs in data collecting, as indicated below:

Community Type	Figure 1
Property Wealth	Figure 2
Student Enrollment	Figure 3
Student Demographics	Figure 4
Schools by Type	Figure 5
Total Number of Teachers and Fine Art Teachers	Figure 6
Revenue, Operating Expenditure, Instructional Expenditure	Figures 7-9
TAAS	Figure 10



## DISTRICT FINE ARTS EDUCATION PROFILE: ALAMO HEIGHTS

Schools	Elementary	Elem/Sec	Middle	High	Other	Alternative	Arts Magnet
	3	0	1	1	1	0	0

Students Enrolled*	K-5	6-8	9-12	Total K-12
	1,984	1,015	1,429	4,428
Fine Art Teachers	K-5	6-8	9-12	Total K-12
Visual Arts	3	2	3	8
Music	7	3	5	15
Dance	0	0	0.5	0.5
Theatre	0	2	1	3

\*Excludes Early Childhood and Pre-K

Fine Art Pupil-Teacher Ratio	Number of Pupils per Fine Arts Teacher		
	K-5	6-8	9-12
Visual Arts	661	507	476
Music	283	338	285
Dance	0	0	2,858
Theatre	0	507	1,429
Contact Hours/Week	K-5	6-8	9-12
Visual Arts	1	5	5
Music	1.5	5	5
Dance	0	0	5
Theatre	0	5	5

In Alamo Heights, for the 1999-2000 school year, music specialists at elementary level were reported at more than twice the number of visual arts specialists, and dance and theatre specialists were not reported. By middle school, music, visual arts, and theatre had an almost equal number of specialists; dance had none. Music teachers in high school were equal in number to the total teachers combined in the other fine arts disciplines, which were all represented by specialists. Over all the grades, music teachers outnumbered the other fine arts disciplines combined. In grades 6-12 all fine arts disciplines shared an equal number of contact hours when the discipline is offered. Contact hours across all disciplines matched or exceeded the average for local districts returning questionnaires at K-5, exceeded the average at 6-8, and exceeded the average in all except music at 9-12.

As reported by the district, Alamo Heights activities for students with community arts organizations included Class Acts, Gemini Ink, Magik Children's Theatre, McNay Art Museum, San Antonio Children's Museum, San Antonio Museum of Art, San Antonio Symphony, the Witte Museum, and Youth Orchestras of San Antonio.



DISTRICT FINE ARTS EDUCATION PROFILE: EAST CENTRAL

Schools	Elementary	Elem/Sec	Middle	High	Other	Alternative	Arts Magnet
	5	0	3	1	1	1	0

Students Enrolled*	K-5	6-8	9-12	Total K-12
	3,253	1,806	2,383	7,442
Fine Art Teachers	K-5	6-8	9-12	Total K-12
Visual Arts	0	3.5	1	4.5
Music	8	3	4	15
Dance	1	1	2	4
Theatre	1	1	1	3

\*Excludes Early Childhood and Pre-K

	Number of Pupils per Fine Arts Teacher		
Fine Art Pupil-Teacher Ratio	K-5	6-8	9-12
Visual Arts	0	516	2,383
Music	406	602	595
Dance	3,253	1,806	1,191
Theatre	3,253	1,806	2,383
Contact Hours/Week	K-5	6-8	9-12
Visual Arts	3.75	3.3	6
Music	2.3	3.5	6
Dance	0	0	6
Theatre	3.75	3.3	6

In East Central, for the 1999-2000 school year, music at the elementary level was represented by more than one teacher per school, with one dance and one theatre specialist for all elementary schools. No visual arts specialists were reported at elementary level. By middle school, all fine arts disciplines were represented by specialist teachers, with visual arts and music equally apportioned, and dance and theatre represented at one-third fewer specialists. At high school, music has four times as many specialists as visual arts, and the same number as dance and theatre combined.

As reported by the district, East Central activities for students with community arts organizations included ARTS San Antonio, Class Acts, Magik Children’s Theatre, McNay Art Museum, San Antonio Museum of Art, San Antonio Symphony, the Witte Museum, and the Youth Orchestra of San Antonio.



## DISTRICT FINE ARTS EDUCATION PROFILE: EDGEWOOD

Schools	Elementary	Elem/Sec	Middle	High	Other	Alternative	Arts Magnet
	16	0	5	3	1	1	0

Students Enrolled*	K-5	6-8	9-12	Total K-12
	6,322	2,883	3,173	12,378
Fine Art Teachers	K-5	6-8	9-12	Total K-12
Visual Arts	13	5	8	26
Music	10	7	6	23
Dance	0	0	4	4
Theatre	0	0	2	2

\*Excludes Early Childhood and Pre-K

Fine Art Pupil-Teacher Ratio	Number of Pupils per Fine Arts Teacher		
	K-5	6-8	9-12
Visual Arts	486	576	396
Music	632	411	528
Dance	0	0	793
Theatre	0	0	1,586
Contact Hours/Week	K-5	6-8	9-12
Visual Arts	No Data	No Data	3
Music	2.5	3	3
Dance	0	0	3
Theatre	0	0	3

In Edgewood, for the 1999-2000 school year, music and visual arts were almost equally assigned specialist teachers at grades K-5 and 6-8, while no specialists for dance and theatre were present. At grades 9-12, dance and theatre were represented by specialist teachers, at one-half and at one-fourth respectively, the total number of visual arts teachers. Over all the grades, the combined number of music and visual arts teachers was eight times the number of theatre and dance specialists combined. All fine arts disciplines were apportioned equal contact hours at grades 6-8. Contact hours for music exceed the average for the local districts returning questionnaires at K-5; contact hours for music at grades 6-8 were just below the local average; and at grades 9-12 contact hours for all disciplines except dance were below the average.

As reported by the district, Edgewood activities for students with community arts organizations included ARTS San Antonio:ArtsTeach, Carver Community Cultural Center, Class Acts, Jump-Start Performance Co, Magik Children's Theatre, McNay Art Museum, San Antonio Children's Museum, San Antonio Museum of Art, San Antonio Symphony, and the Witte Museum.



### DISTRICT FINE ARTS EDUCATION PROFILE: FORT SAM HOUSTON

Schools	Elementary	Elem/Sec	Middle*	High	Other	Alternative	Arts Magnet
	1	0	0	1	0	0	0

\*Middle and High School are combined

Students Enrolled*	K-5	6-12	Total K-12
	660	548	1208
Fine Art Teachers	K-5	6-12	Total K-12
Visual Arts	1	1	2
Music	1	2	3
Dance	0	0	0
Theatre	1	1	3

\*Excludes Early Childhood and Pre-K

	Number of Pupils per Fine Arts Teacher	
Fine Art Pupil-Teacher Ratio	K-5	6-12
Visual Arts	660	548
Music	660	274
Dance	0	0
Theatre	660	548
Contact Hours/Week	K-5	6-12
Visual Arts	*1.25	4
Music	*1.25	4.5
Dance	0	0
Theatre	*1.25	5

\*Total 3.75 hours per week, per grade level, but only one discipline per week

In Fort Sam Houston, for the 1999-2000 school year, dance was absent at all grades levels but the other three fine arts disciplines were represented throughout. Music teachers outnumbered the teachers of the other fine arts disciplines offered for grades 6-12. Contact time is equally allocated at the elementary level, and at grades 6–12, theatre has more contact hours than either visual arts or music.

As reported by the district, Fort Sam Houston activities for students with community arts included Carver Community Cultural Center, Magik Children’s Theater, McNay Art Museum, San Antonio Children’s Museum, San Antonio Museum of Art, San Antonio Symphony, the Witte Museum, and the Youth Orchestra of San Antonio.



## DISTRICT FINE ARTS EDUCATION PROFILE: HARLANDALE

Schools	Elementary	Elem/Sec	Middle	High	Other	Alternative	Arts Magnet
	15	0	4	2	1	4	0
Students Enrolled*	K-5	6-8	9-12	Total K-12			
	7,852	3,359	3,888	15,099			
Fine Art Teachers	K-5	6-8	9-12	Total K-12			
Visual Arts	2	4	3	9			
Music	14	8	4	26			
Dance	0	0	1	1			
Theatre	0	4	3	7			

\*Excludes Early Childhood and Pre-K

Fine Art Pupil-Teacher Ratio	Number of Pupils per Fine Arts Teacher		
	K-5	6-8	9-12
Visual Arts	3,926	839	1,296
Music	560	419	972
Dance	0	0	3,888
Theatre	0	839	1,296
Contact Hours/Week	K-5	6-8	9-12
Visual Arts	1.5	3.3	7
Music	1.5	3.3	7
Dance	*	0	7
Theatre	**	3.3	7

\*Kinder: as part of PE/Music, 1-5 Rhythms \*\* Kinder: As part of Language Arts Block, 1-5 through classroom instruction

In Harlandale, for the 1999-2000 school year, K–5 music specialists were present at nearly one per elementary school, while two visual arts specialists taught in 15 elementary schools; the same number of K–5 contact hours per week were allotted to each discipline. Dance and theatre were not represented by elementary specialist teachers, the subjects being incorporated by the classroom teachers in Kindergarten. At grades 6-8, dance specialists were absent; but theatre, music, and visual arts specialists were included; all three were allotted the same number of contact hours. At grades 9-12, dance was offered, and all fine arts disciplines were apportioned the same number of contact hours. All fine arts disciplines at the high school level except dance had similar numbers of specialists; dance had one high school specialist. Over all grade levels, music specialists exceeded specialists in all other disciplines combined by one-and-a-half times. Contact hours across all disciplines match the average for local districts returning questionnaires at grades K–5 and 6–8; hours exceed the local average at grades 9–12.

As reported by the district, Harlandale activities for students with community arts organizations included: Carver Community Cultural Center, Class Acts, Jump-Start Performance Co, Magik Children's Theatre, San Antonio Museum of Art, San Antonio Symphony, the Witte Museum, and Youth Orchestras of San Antonio.



DISTRICT FINE ARTS EDUCATION PROFILE: JUDSON

Schools	Elementary	Elem/Sec	Middle	High	Other	Alternative	Arts Magnet
	12	1	3	2	1	2	0
Students Enrolled*	K-5		6-8		9-12		Total K-12
	7,608		3,883		4,424		15,915
Fine Art Teachers	K-5		6-8		9-12		Total K-12
Visual Arts	12		6		20		38
Music	12		9		16		37
Dance	0		0		2		2
Theatre	0		3		3		6

\*Excludes Early Childhood and Pre-K

Fine Art Pupil-Teacher Ratio	Number of Pupils per Fine Arts Teacher		
	K-5	6-8	9-12
Visual Arts	634	647	221
Music	634	431	276
Dance	0	0	2,212
Theatre	0	1,294	1,474
Contact Hours/Week	K-5	6-8	9-12
Visual Arts	0.33	3.75	3.75
Music	0.33	3.75	3.75
Dance	0	0	3.75
Theatre	0	3.75	3.75

In Judson, for the 1999-2000 school year, at elementary level, music and visual arts were equally apportioned fine arts teachers and contact hours, while dance and theatre were not included. Dance is absent in grades 6-8, while music and visual arts have nine and six specialists respectively, and theatre has three. At grades 9-12, all fine arts disciplines are allotted equal contact hours. Visual arts teachers dominate with 20 teachers to music’s 16. Over all grade levels, visual arts and music specialists are roughly the same in numbers, but their combined numbers totaled almost 10 times the combined numbers of theatre and dance. Contact hours across all disciplines were below the average for the local districts returning questionnaires at K-5, matched the averages for grades 6-8, and were below the average for grades 9-12.

As reported by the district, Judson activities for students with community arts organizations included McNay Art Museum, San Antonio Museum of Art, and the Witte Museum.

\* Discrepancies in the data for Judson occur because the district seems to have used 2000-2001 school year information on their questionnaire. Statistical information provided by other districts and from the TEA web site is for the school year 1999-2000.



## DISTRICT FINE ARTS EDUCATION PROFILE: LACKLAND

Schools	Elementary	Elem/Sec	Middle	High	Other	Alternative	Arts Magnet
	1	1	0	0	0	0	0

Students Enrolled*	K-5	6-8	9-12	Total K-12
	454	175	135	764
Fine Art Teachers	K-5	6-12	Total K-12	
Visual Arts	1	1	2	
Music	1	1	2	
Dance	0	0	0	
Theatre	0	1	1	

\*Excludes Early Childhood and Pre-K

Fine Art Pupil-Teacher Ratio	Number of Pupils per Fine Arts Teacher		
	K-5	6-8	9-12
Visual Arts	454	175	135
Music	454	175	135
Dance	0	0	0
Theatre	0	175	135
Contact Hours/Week	K-5	6-8	9-12
Visual Arts	1.5	3.75	3.75
Music	1.5	3.75	3.75
Dance	0	0	0
Theatre	0	3.75	3.75

For the 1999-2000 school year, Lackland offered visual arts and music to students in grades K–12, theatre to grades 6-12, and dance was not offered. Each fine arts discipline offered had one specialist teacher. Each fine arts discipline had an equal allocation of contact hours per week at the two campuses. Contact hours across all disciplines matched the average for the local districts returning questionnaires at K-5, matched the average at grades 6-8, and were below the local average at grades 9-12 for all except dance.

As reported by the district, Lackland activities for students with community arts organizations included Magik Children's Theatre, McNay Art Museum, San Antonio Children's Museum, San Antonio Museum of Art, and the Witte Museum.



## DISTRICT FINE ARTS EDUCATION PROFILE:NORTH EAST

Schools	Elementary	Elem/Sec	Middle	High	Other	Alternative	Arts Magnet
	34	0	10	6	2	14	1
Students Enrolled*	K-5	6-8	9-12	Total K-12			
	22,597	11,346	14,304	48,247			
Fine Art Teachers	K-5	6-8	9-12	Total K-12			
Visual Arts	7	20	19	46			
Music	52	47	35	134			
Dance	0	0	21	21			
Theatre	0	13	30	43			

\*Excludes Early Childhood and Pre-K

^Combined with Speech

Number of Pupils per Fine Arts Teacher			
Fine Art Pupil-Teacher Ratio	K-5	6-8	9-12
Visual Arts	3,225	567	752
Music	434	241	408
Dance	0	0	681
Theatre	0	872	476
Contact Hours/Week	K-5	6-8	9-12
Visual Arts	1/every 6 weeks	4.25	3.75
Music	1	4.25	*5.6
Dance	0	0	3.75
Theatre	0	4.25	3.75

\*Range from Band 7.5, through Choir 3.75 or 7.1, to Orchestra 3.75 to 7.5

For the 1999-2000 school year, North East elementary schools had approximately one and a half music specialist teachers per school and, for the entire district, seven visual arts teachers who visit the students once every six weeks. Dance and theatre teachers were absent from elementary schools, but were present in high schools. Grades 6-8 had more than twice as many music specialists as they had visual arts teachers, and more than three times as many theatre teachers. Over all grade levels, music teachers exceeded the number of all other fine arts specialists combined. Contact hours for visual arts, music, and theatre were equally apportioned at grades 6-8, with no hours for dance. At grades 9-12, contact hours were equal in all fine arts disciplines except music, which may have received almost twice as much time as other disciplines. Contact hours across all disciplines at K-5 were below the average from other local districts returning questionnaires. At grades 6-8, hours were slightly above the average for visual arts and theatre, and matched the average for music. At grades 9-12, hours were below the average for visual arts and theatre, but were above average for dance.

As reported by the district, North East activities for students with community arts organizations included ARTS San Antonio:ArtsTeach, Gemini Ink, Jump-Start Performance Co., Magik Children's theatre, McNay Art Museum, San Antonio Children's Museum, San Antonio Museum of Art, San Antonio Symphony, Southwest School of Art & Craft, and the Witte Museum.



## DISTRICT FINE ARTS EDUCATION PROFILE: NORTHSIDE

Schools	Elementary	Elem/Sec	Middle	High	Other	Alternative	Arts Magnet
	41	0	12	8	1	21	0

Students Enrolled*	K-5	6-8	9-12	Total K-12
	29,851	14,334	18,047	62,232
Fine Art Teachers	K-5	6-8	9-12	Total K-12
Visual Arts	50	20	19	89
Music	50	43	53	146
Dance	0	0	5	5
Theatre	2	15	12	29

\*Excludes Early Childhood and Pre-K

Fine Art Pupil-Teacher Ratio	Number of Pupils per Fine Arts Teacher		
	K-5	6-8	9-12
Visual Arts	597	716	949
Music	597	333	340
Dance	0	0	3,609
Theatre	14,925	955	1,503
Contact Hours/Week	K-5	6-8	9-12
Visual Arts	0.75	4	4.5
Music	0.75	4.5	5
Dance	0	0	5
Theatre	0.75	4	5

For the 1999-2000 school year, Northside had more music teachers than all the other fine arts disciplines combined, and an over-all music teacher-student ratio of 1: 340. Although visual arts and music had the same amount of teachers and time in grades K-5, by grades 6-8 music had twice the number of teachers as visual arts, and almost three times as many by grades 9-12. There was no provision for dance until grades 9-12, when it had a teacher-student ratio 10 times greater than music. In grades 9-12 theatre was apportioned as much time as music and visual arts, but fewer specialist teachers than music at almost all grades.

As reported by the district, Northside activities for students with community arts organizations included ARTS San Antonio:ArtsTeach, Carver Community Cultural Center, Class Acts, Magik Children's Theatre, McNay Art Museum, San Antonio Museum of Art, San Antonio Symphony, Southwest School of Art & Craft, and the Witte Museum.



## DISTRICT FINE ARTS EDUCATION PROFILE: RANDOLPH FIELD

Schools	Elementary	Elem/Sec	Middle	High	Other	Alternative	Arts Magnet
	1	1	0	1	1	0	0

Students Enrolled*	K-5	6-8	9-12	Total K-12
	608	254	295	1157
Fine Art Teachers	K-5	6-12**	Total K-12	
Visual Arts	1	1	2	
Music	1	4	5	
Dance	0	0	0	
Theatre	0	1	1	

\*Excludes Early Childhood and Pre-K

\*\* Middle and High School campuses share specialists

	Number of Pupils per Fine Arts Teacher		
Fine Art Pupil-Teacher Ratio	K-5	6-8	9-12
Visual Arts	608	254	295
Music	608	84	98
Dance	0	0	0
Theatre	0	254	295
Contact Hours/Week	K-5	6-8	9-12
Visual Arts	3.75	4	4
Music	3.75	5.5	7.75
Dance	0	4	4
Theatre	1	4	4

At Randolph Field district, the fine arts disciplines of visual arts, music and theatre were offered to grades K-12 for the 1999-2000 school year. At the elementary level, theatre was taught by the classroom teacher since there was no elementary theatre specialist. Dance was available for students in grades 6-12, but no specialist was reported. From grades 6-12, music specialists outnumber teachers of other fine arts disciplines by four to one. Contact hours were equally allocated for elementary music and visual arts, but from grades 6-12, music contact time was almost double that of the other fine arts disciplines. Contact hours across all disciplines exceeded the average for local districts returning questionnaires at grades K-5 and 6-8. In grades 9-12, contact hours were just below the local average for visual arts and theatre, and exceed the local average for music and dance.

As reported by the district, Randolph Field activities for students with community arts organizations included Blue Star Art Complex, Jump-Start Performance Co., McNay Art Museum, San Antonio Museum of Art, San Antonio Symphony, and SHARE (Students Help Art Reach Everyone).



## DISTRICT FINE ARTS EDUCATION PROFILE: SAN ANTONIO

Schools	Elementary	Elem/Sec	Middle	High	Other	Alternative	Arts Magnet
	65	1	17	8	1	15	1
Students Enrolled*	K-5		6-8		9-12		Total K-12
	27,686		13,049		14,555		55,290
Fine Art Teachers	K-5		6-8		9-12		Total K-12
Visual Arts	0		19		16		35
Music	46		38		32		116
Dance	0		1		2		3
Theatre	0		3		8		11

\*Excludes Early Childhood and Pre-K

Fine Art Pupil-Teacher Ratio	Number of Pupils per Fine Arts Teacher		
	K-5	6-8	9-12
Visual Arts	0	686	909
Music	601	343	454
Dance	0	13,049	7,277
Theatre	0	4,349	1,819
Contact Hours/Week	K-5	6-8	9-12
Visual Arts	0	3.0-3.75	3.0-7.5
Music	0.3-0.75	3.0-3.75	3.0-7.5
Dance	0	3.0-3.75	3.0-7.5
Theatre	0	3.0-3.75	3.0-7.5

Music was the only fine arts discipline offered to students K-5 for the year 1999-2000, having a teacher-student ratio of 1: 601, with less than one music teacher per elementary school. The range expanded by middle school to encompass all fine arts disciplines, with music teachers at twice the number of visual arts teachers, and, in the entire district, three theatre specialists and one dance specialist. In high school, the proportion of music teachers to visual arts teachers remained the same as in middle school; theatre had four times as many high school specialist as dance. Over all grade levels, music teachers comprised more than double the number of all other fine arts specialists combined. The range of contact hours per week remained constant for all disciplines from middle school through high school. Contact hours in music at K–5 were at or below the average for other districts returning questionnaires. At grades 6–8, contact hours match the average of other districts in all fine arts disciplines except dance, which exceeds the average. At grades 9–12, contact hours were below or above the average of other districts at the minimum and maximum indicated on the districts' questionnaires.

As reported by the district, San Antonio activities for students with community arts organizations included ARTS San Antonio:ArtsTeach, San Antonio Botanical Gardens, Carver Community Cultural Center, Class Acts, Guadalupe Cultural Arts Center, Institute of Texan Cultures, Magik Children's Theatre, McNay Art Museum, San Antonio Children's Museum, San Antonio Museum of Art, San Antonio Symphony, Southwest School of Art & Craft, SAY Sí, Visual Thinking Strategies, and the Witte Museum.



Schools	Elementary	Elem/Sec	Middle	High	Other	Alternative	Arts Magnet
	10	0	3	2	1	2	0

\*Excludes Early Childhood and Pre-K

In South San Antonio, for the 1999-2000 school year, at grades K-5, music is the one reported fine arts discipline, with the allocation of one specialist per school. By grades 6-8, visual arts and theatre teachers were included, with twice as many visual arts teachers as music teachers reported. Grades 9-12 were apportioned visual arts and music teachers equally, with theatre having half and dance one-fourth as many, with one specialist in dance.

As reported by the district, South San Antonio activities for students with community arts organizations were reported to have included Guadalupe Cultural Arts Center, McNay Art Museum, San Antonio Children's Museum, San Antonio Symphony, Southwest School of Art & Craft, and the Witte Museum.



## DISTRICT FINE ARTS EDUCATION PROFILE: SOUTHSIDE

Schools	Elementary	Elem/Sec	Middle	High	Other	Alternative	Arts Magnet
	3	0	1	1	1	1	0

Students Enrolled*	K-5	6-8	9-12	Total K-12
	1,982	1,073	1,047	4,102
Fine Art Teachers	K-5	6-8	9-12	Total K-12
Visual Arts	1	2	3	6
Music	3	2	3	8
Dance	0	0	0	0
Theatre	0	1	1	2

\*Excludes Early Childhood and Pre-K

Fine Art Pupil-Teacher Ratio	Number of Pupils per Fine Arts Teacher		
	K-5	6-8	9-12
Visual Arts	1,982	536	349
Music	660	536	349
Dance	0	0	0
Theatre	0	1073	1047
Contact Hours/Week	K-5	6-8	9-12
Visual Arts	2.5	3.2	3.75
Music	2	3.2	3.75
Dance	0	0	0
Theatre	0	3.2	3.75

In Southside, for the 1999-2000 school year, music was reported at the elementary level with one specialist teacher per school, and visual arts with one specialist for the district. Grades 6-12 showed equal numbers of specialists for visual arts and music, with one theatre specialist. Dance was not represented by a specialist at any level. Contact hours were equally apportioned by fine arts discipline at the different grade levels, with only a slight difference at elementary level between music and visual arts. Contact hours across all disciplines exceeded the average for the local districts returning questionnaires at K-5, matched the average at grades 6-8, and were below the average at 9-12.

As reported by the district, Southside activities for students with community arts organizations included Guadalupe Cultural Arts Center, Magik Children's Theatre, McNay Art Museum, San Antonio Children's Museum, and the Witte Museum.







## The Three Largest School Districts: North Side, San Antonio ISD, and North East

### ☉ Schools and Population Numbers

The three districts reported a similar number of schools and types of schools. Although North East had almost half the number of elementary schools that San Antonio had, San Antonio and North East reported similar K-5 student numbers. The difference in total student population between the largest of the three (Northside) and smallest (North East) was about 14,000 students, and between the largest and mid-sized about 7,000.

### ☉ Fine Arts Teachers

Northside surpassed San Antonio by more than 100 fine arts teachers. More than half of Northside's fine arts educators were the 50 visual arts teachers at the elementary level. The smallest (North East) and largest (Northside) of these three districts reported similar numbers of fine arts educators (269 for Northside, 244 for North East), despite a difference of 14,000 students. The districts all showed a dominance of music teachers over the other fine arts disciplines, with dance having the fewest specialists. Theatre teacher numbers were highest in North East, but it remained unclear how many were strictly theatre teachers since the number of drama teachers at grades 6-8 was combined with that of speech teachers.

### ☉ Fine Arts Contact Hours

Fine arts education contact hours in grades K-5 ranged from 60 minutes of visual arts every six weeks in North East, and one hour of music, to 30 to 45 minutes of music only in San Antonio, and to 75 minutes of music, visual arts, or theatre in Northside.

Grades 6-8 had a range of 180 minutes to 270 minutes for the selected fine arts discipline in all three districts. By grades 9-12, the contact hours remained the same as in middle school in San Antonio, increased in Northside, and decreased in North East, with the exception of music, which increased. San Antonio offered, at the maximum of its range, the most contact hours per week in grades 9-12

## SCHOOLS BY TYPE

### NORTH SIDE INDEPENDENT SCHOOL DISTRICT

Schools	Elementary	Elem/Sec	Middle	High	Other	Alternative	Arts Magnet
	41	0	12	8	1	21	0

### SAN ANTONIO INDEPENDENT SCHOOL DISTRICT

Schools	Elementary	Elem/Sec	Middle	High	Other	Alternative	Arts Magnet
	65	1	17	8	1	15	1

### NORTH EAST INDEPENDENT SCHOOL DISTRICT

Schools	Elementary	Elem/Sec	Middle	High	Other	Alternative	Arts Magnet
	34	0	10	6	2	14	1



## STUDENT ENROLLMENT AND FINE ARTS TEACHERS

## NORTHSIDE INDEPENDENT SCHOOL DISTRICT

Students Enrolled*	K-5	6-8	9-12	Total K-12
	29,851	14,334	18,047	62,232
Fine Art Teachers	K-5	6-8	9-12	Total K-12
Visual Arts	50	20	19	89
Music	50	43	53	146
Dance	0	0	5	5
Theatre	2	15	12	29
TOTAL	102	78	89	269

\*Excludes Early Childhood and Pre-K

## SAN ANTONIO INDEPENDENT SCHOOL DISTRICT

Students Enrolled*	K-5	6-8	9-12	Total K-12
	27,686	13,049	14,555	55,290
Fine Art Teachers	K-5	6-8	9-12	Total K-12
Visual Arts	0	19	16	35
Music	46	38	32	116
Dance	0	1	2	3
Theatre	0	3	8	11
TOTAL	46	61	58	165

\*Excludes Early Childhood and Pre-K

## NORTH EAST INDEPENDENT SCHOOL DISTRICT

Students Enrolled*	K-5	6-8	9-12	Total K-12
	22,597	11,346	14,304	48,247
Fine Art Teachers	K-5	6-8	9-12	Total K-12
Visual Arts	7	20	19	46
Music	52	47	35	134
Dance	0	0	21	21
Theatre	0	13	30^	43
TOTAL	59	80	105	244

\*Excludes Early Childhood and Pre-K

^Combined with Speech



# FINE ARTS PUPIL-TEACHER RATIOS AND CONTACT HOURS

## NORTHSIDE INDEPENDENT SCHOOL DISTRICT

Fine Art Pupil-teacher Ratio	K-5	6-8	9-12
Visual Arts	597	716	949
Music	597	333	340
Dance	0	0	3,609
Theatre	14,925	955	1,503
<b>Contact Hours/Week</b>	<b>K-5</b>	<b>6-8</b>	<b>9-12</b>
Visual Arts	0.75	4	4.5
Music	0.75	4.5	5
Dance	0	0	5
Theatre	0.75	4	5

## SAN ANTONIO INDEPENDENT SCHOOL DISTRICT

Fine Art Pupil-teacher Ratio	K-5	6-8	9-12
Visual Arts	0	686	909
Music	601	343	454
Dance	0	13,049	7,277
Theatre	0	4,349	1,819
<b>Contact Hours/Week</b>	<b>K-5</b>	<b>6-8</b>	<b>9-12</b>
Visual Arts	0	3.0-3.75	3.0-7.5
Music	0.3-0.75	3.0-3.75	3.0-7.5
Dance	0	3.0-3.75	3.0-7.5
Theatre	0	3.0-3.75	3.0-7.5

## NORTH EAST INDEPENDENT SCHOOL DISTRICT

Fine Art Pupil-teacher Ratio	K-5	6-8	9-12
Visual Arts	3,225	567	752
Music	434	241	408
Dance	0	0	681
Theatre	0	872	476
<b>Contact Hours/Week</b>	<b>K-5</b>	<b>6-8</b>	<b>9-12</b>
Visual Arts	1	4.25	3.75
Music	0	4.25	*5.6
Dance	0	0	3.75
Theatre		4.25	3.75

\*Range from Band 7.5, through Choir 3.75 to 7.1, to Orchestra 3.75 to 7.5



\* Discrepancies in the data for Judson occur because the district seems to have used 2000-2001 school year information on their questionnaire. Statistical information provided by other districts and from the TEA web site is for the school year 1999-2000.



# STUDENT ENROLLMENT AND FINE ARTS TEACHERS

## JUDSON INDEPENDENT SCHOOL DISTRICT

Students Enrolled*	K-5	6-8	9-12	Total K-12
	7,608	3,883	4,424	15,915
Fine Art Teachers	K-5	6-8	9-12	Total K-12
Visual Arts	12	6	20	38
Music	12	9	16	37
Dance	0	0	2	2
Theatre	0	3	3	6
TOTAL	24	18	41	83

\*Excludes Early Childhood and Pre-K

## HARLANDALE INDEPENDENT SCHOOL DISTRICT

Students Enrolled*	K-5	6-8	9-12	Total K-12
	7,852	3,359	3,888	15,099
Fine Art Teachers	K-5	6-8	9-12	Total K-12
Visual Arts	2	4	3	9
Music	14	8	4	26
Dance	0	0	1	1
Theatre	0	4	3	7
TOTAL	16	16	11	43

\*Excludes Early Childhood and Pre-K

## EDGEWOOD INDEPENDENT SCHOOL DISTRICT

Students Enrolled*	K-5	6-8	9-12	Total K-12
	6,322	2,883	3,173	12,378
Fine Art Teachers	K-5	6-8	9-12	Total K-12
Visual Arts	13	5	8	26
Music	10	7	6	23
Dance	0	0	4	4
Theatre	0	0	2	2
TOTAL	23	12	20	55

\*Excludes Early Childhood and Pre-K



# FINE ARTS PUPIL-TEACHER RATIOS AND CONTACT HOURS

## JUDSON INDEPENDENT SCHOOL DISTRICT

Fine Art Pupil-Teacher Ratio	K-5	6-8	9-12
Visual Arts	634	647	221
Music	634	431	276
Dance	0	0	2,212
Theatre	0	1,294	1,474
<b>Contact Hours/Week</b>	<b>K-5</b>	<b>6-8</b>	<b>9-12</b>
Visual Arts	0.33	3.75	3.75
Music	0.33	3.75	3.75
Dance	0	0	3.75
Theatre	0	3.75	3.75

## HARLANDALE INDEPENDENT SCHOOL DISTRICT

Fine Art Pupil-Teacher Ratio	K-5	6-8	9-12
Visual Arts	3,926	839	1,296
Music	560	419	972
Dance	0	0	3,888
Theatre	0	839	1,296
<b>Contact Hours/Week</b>	<b>K-5</b>	<b>6-8</b>	<b>9-12</b>
Visual Arts	1.5	3.3	7
Music	1.5	3.3	7
Dance	*	0	7
Theatre	**	3.3	7

\* & \*\* incorporated into curriculum

## EDGEWOOD INDEPENDENT SCHOOL DISTRICT

Fine Art Pupil-Teacher Ratio	K-5	6-8	9-12
Visual Arts	486	576	396
Music	632	411	528
Dance	0	0	793
Theatre	0	0	1,586
<b>Contact Hours/Week</b>	<b>K-5</b>	<b>6-8</b>	<b>9-12</b>
Visual Arts	No Data	No Data	3
Music	2.5	3	3
Dance	0	0	3
Theatre	0	0	3



## The Four Smallest Districts\*: South San Antonio, East Central, Alamo Heights, and Southside

### © Schools and Population Numbers

Excluding the military base school districts, these four districts were the smallest of the responding districts, with 10 or fewer elementary schools, three or fewer middle schools, and one to two high schools per district. They range in total enrollment from 4,102 to 9,640, with Southside less than half the size of South San Antonio. This size difference was reflected particularly in the number of elementary schools; South San Antonio had almost two-and-a-half times as many elementary students, and more than three times as many elementary schools.

### © Fine Arts Teachers

Fine arts teachers in elementary schools included visual arts in one district: Alamo Heights, one of the smallest districts, which had at least one visual arts teacher per school. East Central was the one district with specialist dance and theatre teachers at the elementary level. All four districts reported music teachers at the elementary level with at least one per school; and in East Central and Alamo Heights, two per school. At grades 6-8, all districts reported fine arts teachers in music, theatre, and visual arts; while East Central also employed a dance specialist. By grades 9-12, music and visual arts teachers were present in numbers that outweighed the other two fine arts disciplines in all districts except East Central.

### © Fine Arts Contact Hours

Contact hours showed no apparent consistency other than a trend towards increased hours through the grades. At grades K-5, contact hours allocated to the fine arts disciplines in any one district were not consistent across disciplines, but by grades 6-8 were equalized. In South San Antonio, the contact hours peaked at grades 6-8 and fell again at grades 9-12 in all fine arts disciplines except music, where the hours in grades 6-8 almost doubled for grades 9-12. Despite reporting the existence of dance specialists in East Central, no contact hours were recorded by the district on their questionnaire at grades K-5 and 6-8.

## SOUTH SAN ANTONIO INDEPENDENT SCHOOL DISTRICT

Schools 1998-99	Elementary	Elem/Sec	Middle	High	Other	Alternative	Arts Magnet
	10	0	3	2	1	2	0

\*(omitting military base districts)

## EAST CENTRAL INDEPENDENT SCHOOL DISTRICT

Schools 1998-99	Elementary	Elem/Sec	Middle	High	Other	Alternative	Arts Magnet
	5	0	3	1	1	1	0

\*(omitting military base districts)



ALAMO HEIGHTS INDEPENDENT SCHOOL DISTRICT

Schools 1998-99	Elementary	Elem/Sec	Middle	High	Other	Alternative	Arts Magnet
	3	0	1	1	1	0	0

\*(omitting military base districts)

SOUTHSIDE INDEPENDENT SCHOOL DISTRICT

Schools 1998-99	Elementary	Elem/Sec	Middle	High	Other	Alternative	Arts Magnet
	3	0	1	1	1	1	0

STUDENT ENROLLMENT AND FINE ARTS TEACHERS

SOUTH SAN ANTONIO INDEPENDENT SCHOOL DISTRICT

Students Enrolled*	K-5	6-8	9-12	Total K-12
	4,803	2,203	2,634	9,640
Fine Art Teachers	K-5	6-8	9-12	Total K-12
Visual Arts	0	6	4	10
Music	10	3	4	17
Dance	0	0	1	1
Theatre	0	2	2	4
TOTAL	10	11	11	32

\*Excludes Early Childhood and Pre-K

EAST CENTRAL INDEPENDENT SCHOOL DISTRICT

Students Enrolled*	K-5	6-8	9-12	Total K-12
	3,253	1,806	2,383	7,442
Fine Art Teachers	K-5	6-8	9-12	Total K-12
Visual Arts	0	3.5	1	4.5
Music	8	3	4	15
Dance	1	1	2	4
Theatre	1	1	1	3
TOTAL	10	8.5	8	26.5

\*Excludes Early Childhood and Pre-K



### ALAMO HEIGHTS INDEPENDENT SCHOOL DISTRICT

Students Enrolled*	K-5	6-8	9-12	Total K-12
	1,984	1,015	1,429	4,428

Fine Art Teachers	K-5	6-8	9-12	Total K-12
Visual Arts	3	2	3	8
Music	7	3	5	15
Dance	0	0	0.5	0.5
Theatre	0	2	1	3
TOTAL	10	7	9.5	26.5

\*Excludes Early Childhood and Pre-K

### SOUTH SAN ANTONIO INDEPENDENT SCHOOL DISTRICT

Students Enrolled*	K-5	6-8	9-12	Total K-12
	1,982	1,073	1,047	4,102

Fine Art Teachers	K-5	6-8	9-12	Total K-12
Visual Arts	1	2	3	6
Music	3	2	3	8
Dance	0	0	0	0
Theatre	0	1	1	2

\*Excludes Early Childhood and Pre-K



## FINE ARTS PUPIL-TEACHER RATIOS AND CONTACT HOURS

## SOUTH SAN ANTONIO INDEPENDENT SCHOOL DISTRICT

Fine Art Pupil-Teacher Ratio	K-5	6-8	9-12
Visual Arts	0	367	658
Music	480	734	658
Dance	0	0	2,634
Theatre	0	1,101	1,317

Contact Hours/Week	K-5	6-8	9-12
Visual Arts	2.5	4	3.75
Music	3.75	4	7.5
Dance	0	0	0
Theatre	1	4	3.75

## EAST CENTRAL INDEPENDENT SCHOOL DISTRICT

Fine Art Pupil-Teacher Ratio	K-5	6-8	9-12
Visual Arts	0	516	2,383
Music	406	602	595
Dance	3,253	1,806	1,191
Theatre	3,253	1,806	2,383

Contact Hours/Week	K-5	6-8	9-12
Visual Arts	3.75	3.3	6
Music	2.3	3.5	6
Dance	0	0	6
Theatre	3.75	3.3	6



## ALAMO HEIGHTS INDEPENDENT SCHOOL DISTRICT

Fine Art Pupil-Teacher Ratio	K-5	6-8	9-12
Visual Arts	661	507	476
Music	283	338	285
Dance	0	0	2,858
Theatre	0	507	1,429

Contact Hours/Week	K-5	6-8	9-12
Visual Arts	1	5	5
Music	1.5	5	5
Dance	0	0	5
Theatre	0	5	5

## SOUTHSIDE INDEPENDENT SCHOOL DISTRICT

Fine Art Pupil-Teacher Ratio	K-5	6-8	9-12
Visual Arts	1,982	536	349
Music	660	536	349
Dance	0	0	0
Theatre	0	1073	1047

Contact Hours/Week	K-5	6-8	9-12
Visual Arts	2.5	3.2	3.75
Music	2	3.2	3.75
Dance	0	0	0
Theatre	0	3.2	3.75



You can't create without analysis, synthesis, evaluation, and problem-solving. So, the arts are the perfect model for moving into higher levels of **thinking**.

*Rose Maree Myers, principal, Ashley River Elementary School, SC*



# Making The Arts Dynamic in Our Community

---

Why the Fine Arts in Education Are Vital

The Dynamic Arts, Intrinsically Transforming

The Arts Dynamic, an Extrinsic Force in Teaching Other Subjects

How to Evaluate What Arts Education is Available to Your Child

Taking an Fine Arts Education Snapshot of Your Child's School

What You Can Do to Support Fine Arts in Education in San Antonio

For Future Study and Publication



## Why the Fine Arts in Education are Vital

Ramon C. Cortines, Executive Director of the Pew Network for Standards-Based Reform at Stanford University, comments:

Since the early 1980's, education in the United States has undergone a sea change. Reformers have come to espouse a systemic perspective, viewing the different components of the education system as fundamentally interrelated. The challenge for educators is to create schools that help students acquire the knowledge, skills, confidence, and motivation to succeed in the increasingly sophisticated workforce and as parents and citizens. ...Because the arts possess the power to play a role in meeting this challenge, an arts education must be fundamental, not incidental. <sup>1</sup>

The fine arts, taught by themselves in schools, linked to other curriculum areas, and experienced within the family, have a dynamic, positive impact on a child and on everyone involved in a child's education. Dance, music, theatre, and visual arts strengthen a child's education on at least two levels: first, as art forms experienced for their own intrinsic value; and second, as media with the unique ability to enhance learning in other areas of the curriculum. The most flexible curriculum components available for teaching students, the fine arts work on multiple levels with multiple intelligences.

Too often teachers are employed to teach the curriculum, not to teach children. To teach children we need to start with a view of what their natural capacities are. That isn't just a question for the arts; it's for the arts in combination with science and humanities and physical education and the rest. The arts need to be at the center of the new forms of education that are emerging.<sup>2</sup>

For many educators, teaching the fine arts or integrating the fine arts with other curriculum areas requires a re-examination of their teaching strategies. This re-examination ultimately serves to benefit the child.

Schools with strong arts often report a rise in test scores. Why? One possibility is that the same schools that treat the arts seriously institute other kinds of innovations that are favorable to academic learning. These schools may become more inquiry-oriented, more project-based, more demanding of high standards, and more focused on processes that lead to excellence. Educators and policy makers need to understand what comes along with the arts.<sup>3</sup>

A common goal for each person involved in a child's education—parents, teachers, principals, school boards, funding sources, and students themselves—is the development of educated, literate citizens able to contribute to our society in a meaningful and productive manner. The Goals 2000 committee reinforced the value of the arts in education by stipulating that “All students will leave grades 4, 8 and 12 having demonstrated competency over challenging subject matter including...the arts.” <sup>4</sup>

The world of today's youth often challenges traditional ways of learning experienced by the adults around them.



Today's school gatekeepers think of arts education as they experienced it, as holiday art or as recreational, not as a cognitive process. The major shift in arts education... has been that the arts contribute to intellectual capacities that may complement, but are different from, traditional subjects.<sup>5</sup>

What then are the intellectual capacities that the fine arts, experienced for their own intrinsic value, contribute to? Moreover, how can the arts complement and reinforce other curriculum areas?

...the arts engage students and activate mental intelligences beyond the logical/analytical ones to which schools almost exclusively cater. The arts awaken an excitement about learning from experience and observation, which are in addition to traditional study, and thus are able to transform the learning of an entire school.

At Eliot Elementary in Needham, Massachusetts, ...[the] focus is on developing critical and creative thinking skills, with the arts taught both as stand alone subjects and integrated into the curriculum. Kids in the school are "average," the school is racially mixed. Third grade test scores are in 97th to 99th percentile. Fourth graders tested first in the state in critical thinking skills.<sup>6</sup>

The next sections of this report explore the **Dynamic Arts**, as intrinsically transforming when taught by themselves, and the **Arts Dynamic**, an extrinsic force for teaching other subjects.

## The Dynamic Arts, Intrinsically Transforming

Dance, music, theatre, and the visual arts have an intrinsic ability to inform and transform our perceptions of ourselves and of the world around us. They nourish our emotional development and enhance our cognitive skills. When formal instruction in the arts takes place, there is a unique interplay of personal expression; sensory exploration; intellectual inquiry; organization of ideas; transformation of materials, tools, technology, and information; and flexible problem solving.

The fine arts also restore the spirit when it is fatigued, and in doing so, guide us to a higher level of human experience, beyond the mundane, the everyday, the routine, to a plane for sharing our artistic expressions with others. Creating a work of art, in any discipline, requires that we be completely focused in the present. For the work to be authentic, we must be honest. For it to be inspired, we must be dedicated. For it to speak to others, we must know about many aspects of the world. In expressing the highly personal, artists often stumble upon the universal and take up threads that bind us together as human beings, as civilizations with a past, a present, and a future. Art develops not only our intellects, but our souls as well. We are forced to stop for a moment and consider "what if?"

Nationally respected visual arts educator Elliot Eisner of Stanford University challenges us to use the power of the arts in education:



One of the first things that work as the arts develop is a sense of relationship, that nothing stands alone...every aspect of the work affects every other aspect...the arts teach the ability to engage the imagination as a source of content...they are among the most powerful ways we become human, and that is reason enough to earn them a place in our schools. <sup>7</sup>

The arts are about making choices, about actions and reactions. If children learn nothing more than how to make choices appropriately and confidently, how to express themselves with assurance and strong voices, that would be an achievement in and of itself. Yet, the making, performing, and enjoyment of the arts give children so much more.

The final phase of evaluating and putting into context both the process and the product plays a crucial role in each child's artistic development as well. Last but not least, those transcendent moments that flow through the best arts experiences move beyond what we express in words, speaking universal languages of movement, sound, dramatic interaction, and visual form. To overlook the impact of arts experiences on children is to overlook both the child's intellect and humanity.



## Pyramids, cathedrals and rockets

exist not because of geometry, theories of structures or thermodynamics, but because they were first a picture — literally a vision — in the minds of those who built them.

*Eugene Ferguson, historian*



# The Arts Dynamic, an Extrinsic Force in Teaching Other Subjects

The fine arts as an extrinsic dynamic for teaching other subjects promote a pro-active environment for learning, where learning is adjusted and re-evaluated not only by teachers, but by students as well. Examples abound from educators who have used the fine arts to improve understanding of other curriculum areas. More impressively, academic studies of arts in education programs report significant benefits to integrating the fine arts with all classroom learning.

## Dance

As Judith Lynne Hanna observes, “The specific ways of thinking and learning essential to acquire competence in dance may transfer to other domains related to cognitive outcomes. Three studies found that dance education improved achievement in nonverbal reasoning, by using skills for both moving and visualizing in space.” <sup>8</sup>

Dance in education is unique in that it affords the development of expressive nonverbal language using the body as the instrument and movement as its language. Like other art forms, dance demands a conscious artistic manipulation of the materials into a formulated whole, guided by principles of artistic composition. <sup>9</sup>

## Music

According to Leslie Goldberg, “Music is a basic cultural component of our species and exists in some form in all cultures. In western civilization, music has always held an important place in education. During the Middle Ages, it was part of the Quadrivium, along with arithmetic, geometry, and astronomy. As an alternative symbol system to verbal language, music provides an opportunity for students to experience the intuitive leap of understanding that characterizes the creative process.”<sup>10</sup> Studies by Harvard’s Project REAP researchers indicate.”

A large causal relationship was found between learning to make music and spatial-temporal reasoning. The effect works equally for both general and at risk populations, costs little since it is based on standard music curricula, and influences many students (69 out of every 100, 3 to 12 year old students). <sup>11</sup>

## Theatre

Project REAP has also studied the benefits of using drama in the classroom.

Based on 80 reports, a causal link was found between classroom drama (enacting texts) and a variety of verbal areas. Most were of medium size (oral understanding/recall of stories, reading readiness, reading achievement, oral language, writing), one was large (written understanding/recall of stories)...Drama not only helped children's verbal skills with respect to the texts enacted; it also helped children's verbal skills when applied to new, non-enacted texts. Thus, drama helps to build verbal skills that transfer to new materials. Such an effect has great value for education: verbal skill is highly valued, adding such drama techniques costs little in terms of effort or expense, and a high proportion of students are influenced by such curricular changes. <sup>12</sup>



## Visual Arts

Integrating the fine arts into the classroom increases the student's ability to verbalize about and distinguish between all curriculum areas. In a report from the Association for the Advancement of Arts Education, authors maintained that:

The arts help students learn and succeed in general, teaching them skills, knowledge, and "habits of mind" which are valuable in school, the work place, and in life, ... communication skills, problem-solving, creative thinking (applied generally), decision-making skills, responsibility for self, self-esteem/self-confidence, allocating time and resources, teamwork, respect for diversity and others different from themselves, and managing conflict. <sup>13</sup>

When the fine arts are used as a learning tool, each student feels ownership in the learning. They care about what is going on and how the material is interpreted. As a result, comprehension and self-esteem improve greatly.

A child who learns the formal elements of a dance inspired by the movements of animals transfers that understanding to the study of different species of animals. Complex musical patterns, fractions of time, and symbols of music directly relate to fundamental math concepts. Similarly, a child who understands the basic plot elements of drama uses this understanding in language arts. Concepts of transformation and evolution inherent in drama relate to basic scientific concepts. Visual arts skills, such as learning to draw, to hold a pencil or crayon, to push and shape clay, give young children's fingers the motor skills for writing. Key visual art elements, such as symmetry, scale, balance, pattern, line, proportion, positive and negative space, share a language with math.

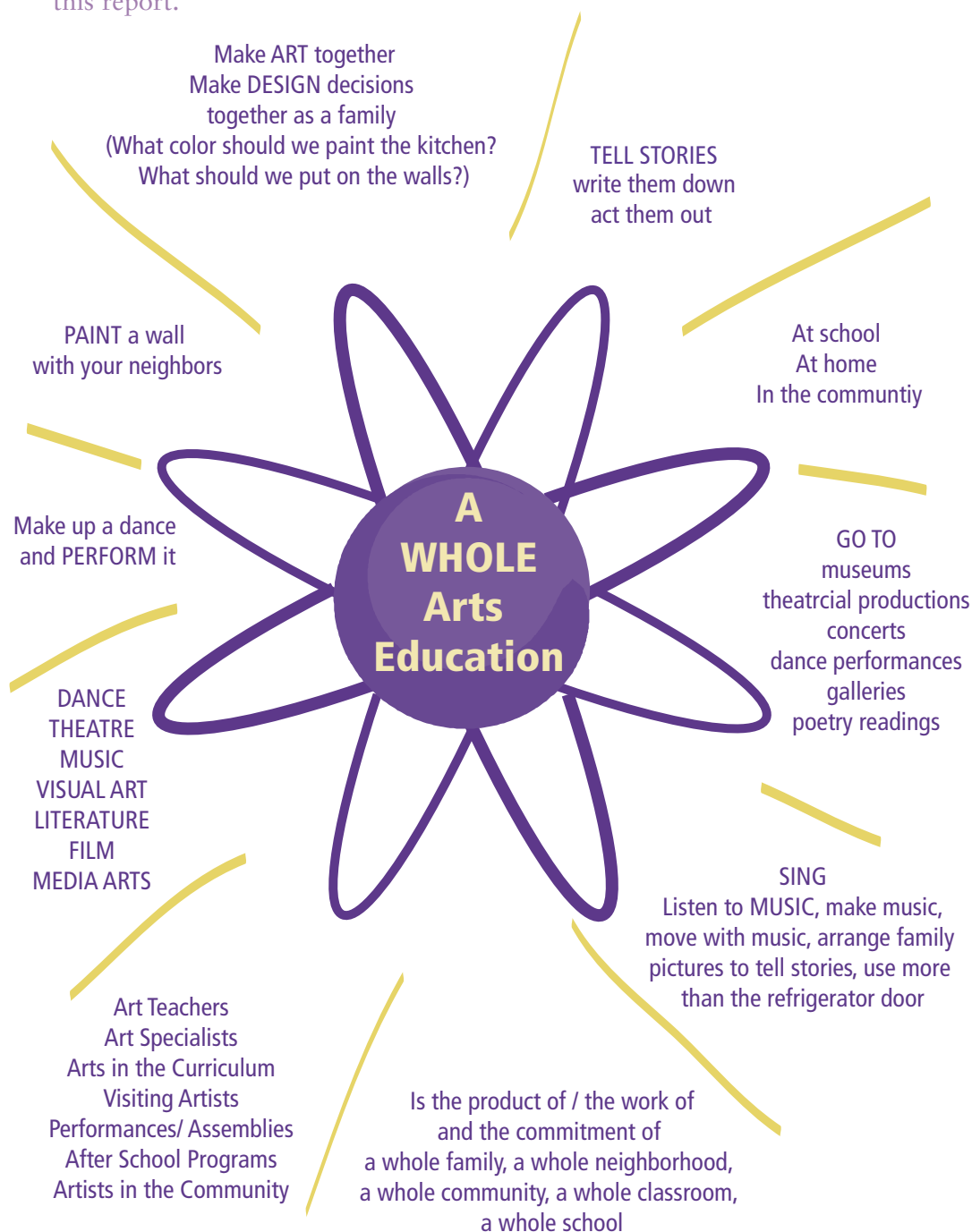
At Cesar Chavez Elementary School in Norwalk, California, K-5 students participate in dance, drama, music, and visual arts as meaningful disciplines intrinsically valuable in and of themselves. However, these students also use the arts as keys to better understanding and mastery of skills in language arts, math, science, and social studies. In nationally normed math and language arts tests scores, the fifth graders at Chavez placed second and fifth place in their school district. The principal, Chris Forehan, credits teaching through the arts for the improvement, "...the arts are used to deliberately hook student interest and increase self-confidence. With those essentials, interest and self-confidence in place, the doors are wide open for excellence in learning." <sup>14</sup>



# How to Evaluate What Fine Arts Education is Available for Your Child

© Examine your school district's profile (see District Profiles, pages \_\_\_\_ ) for a snapshot of what arts education was provided in 1999-2000 in your district. The profiles do not answer questions about specific schools within the district or about specific grade levels within the schools.

© Take a snapshot of your child's arts education opportunities by asking questions and gathering information specific to your child's school, grade, and class. Use the form Taking an Fine Arts Education Snapshot of Your Child's School in this report.





# Taking an Fine Arts Education Snapshot of Your Child's School

Use this form to gather information about what is available to your child in school, at the grade level, and in the individual classroom.

## SNAPSHOT: Classroom and School

Fine Arts Discipline	No. of Teachers		No. of Contact Hours		
	Full time	Part time	Per week	Per semester	Per year
Dance					
Music					
Theatre					
Visual Arts					

☉ Do part-time arts teachers travel through the district?  
 Dance? \_\_\_\_ Music? \_\_\_\_ Theatre? \_\_\_\_ Visual Arts? \_\_\_\_

☉ If so, how many schools do these teachers visit, and how often do they teach in your child's school?

☉ Does your child's classroom teacher integrate the arts into other curriculum areas? Which arts disciplines, and what curriculum areas?

Fine Arts Discipline	No. of experiences offered in school			No. of field trip experiences	
	In Classroom	In School Assembly	After School	With Class	With Family
Dance					
Music					
Theatre					
Visual Arts					

Arts education, at its best, would involve a combination of all of the choices above. Exposure to working artists and performers; a range of hands-on and audience activities; and a chance to create, solve problems, and understand the language of each art form are all part of well-rounded education.



# What You Can Do to Support Fine Arts in Education in San Antonio

The single most critical factor in sustaining arts education in ...schools is the active involvement of influential segments of the community in shaping and implementing the policies and programs of the district. <sup>15</sup>

## STUDENTS

- ⊗ Ask about what your teacher is planning for the school year in the arts.
- ⊗ Tell your teacher and principal whenever you have enjoyed or learned from a music, visual arts, drama, or dance lesson.
- ⊗ When you are assigned a report or other school project in language arts, math, science, or social studies, use one of the fine arts to enliven it.
- ⊗ Design and keep a portfolio/record of your fine arts activities and experiences.
- ⊗ Talk to your parents and teachers about how the arts are important to you
- ⊗ Be aware of what's available in the community, such as events, scholarships, classes, arts family days, and workshops.
- ⊗ **Above all, get involved!**

## TEACHERS

- ⊗ Attend teacher professional development workshops that teach ways to integrate the arts into the curriculum.
- ⊗ Encourage parents with artistic skills to visit your classroom. Communicate your themes with them so they can relate arts activities to your curriculum.
- ⊗ Share your best practices and publish effective arts in education lesson plans on the internet.
- ⊗ Coordinate your ideas for integrating the arts into the curriculum with other teachers, including computer specialists. If each teacher does a small part of a larger art project, a lot can be accomplished.
- ⊗ **Above all, get involved!**

## PRINCIPALS

- ⊗ Look for teachers who have arts backgrounds and interests.
- ⊗ Attend workshops on the arts-in-education, and encourage your teachers to do the same. Set in motion processes for applying what you learn at the workshops.
- ⊗ Consult and apply the TEKS Fine Arts Guidelines
- ⊗ Seek parental and cultural arts organization support.
- ⊗ Spread the word through internal communication within the school; and through the PTA and community.
- ⊗ Gauge, measure, evaluate, and document your findings concerning the beneficial impact of the arts in education and in the community.
- ⊗ Encourage teams and teacher collaboration and interdisciplinary learning using the fine arts.
- ⊗ Reward arts achievement as vigorously as you do sports achievements.
- ⊗ Exhibit student visual arts and attend student performances.
- ⊗ **Above all, get involved!**

## SCHOOL BOARDS AND SUPERINTENDENTS

- ⊗ Look for principals and teachers who have arts backgrounds and interests.
- ⊗ Facilitate the arts in education in your school or district by creating a strong, consistent flow of funding for the arts, and giving schools the time to implement arts in education practices.



- ⊗ Communicate your commitment to arts education to everyone you work with.
- ⊗ **Above all, get involved!**

### **PARENTS, FAMILIES, AND PARENT-TEACHER ORGANIZATIONS**

- ⊗ Assess your child's current arts education situation(see pages \_\_\_\_ for chart)
- ⊗ Ask that arts instruction, visiting artists, and performances be made available to students in your school. Donate your time and skills in fine arts areas to your schools.
- ⊗ Build PTO funds for arts education.
- ⊗ Make art with your child. Sing, dance, act out stories, paint, and draw.
- ⊗ Ask what arts instruction, performances, visiting artists, and performers are available to students in your school.
- ⊗ Donate your time and skills to provide arts experiences to your child's school.
- ⊗ Ask teachers about curriculum themes and investigate arts tie-ins.
- ⊗ Write a small grant to reimburse professional artists for their time.
- ⊗ Ask local businesses in your neighborhood for donations to help fund programs and pay for supplies. Also, ask them to display student art.
- ⊗ If possible, chaperone your child's class trip to dance performances, concerts, plays, and museums. If you work and cannot accompany the class, be sure to ask your child about the trip and what was most memorable.
- ⊗ Take your children to dance performances, concerts, plays, and museums. Most arts organizations provide free or low cost admission for families.
- ⊗ **Above all, get involved!**

### **ARTISTS, PERFORMERS, CHOREOGRAPHERS, COMPOSERS, AND DIRECTORS**

- ⊗ Work with arts organizations, schools, and PTOs to assist with arts education of our youth.
- ⊗ Apply for a Texas Commission on the Arts artist's residency in the schools.
- ⊗ Define, develop, and communicate your vision of the arts in education and what it means to you to be an artist.
- ⊗ Initiate a dialogue with teachers and students about school curriculum and the ties you see between the arts and the curriculum.
- ⊗ Reveal the secrets behind the "magic" of your art form to teachers and students, making it accessible to them.
- ⊗ Talk to students about the tools and techniques they are using. Encourage them to verbalize about both the process and the product.
- ⊗ Foster collaborative relationships with students, teachers, principals, PTOs, and arts organizations.
- ⊗ Support and promote other artists, art disciplines, and art organizations.
- ⊗ **Above all, get involved!**

### **ARTS ORGANIZATIONS**

- ⊗ Know the Texas Essential Knowledge & Skills (TEKS) requirements, both in your arts discipline and in other curriculum areas that may relate to it.
- ⊗ Establish partnerships and communicate with schools you work with on a regular basis. Find out what works well and what doesn't.
- ⊗ Stay current with arts in education research. Share that research with teachers with whom you work.
- ⊗ Collaborate with schools and with other arts organizations to extend services as much as possible, and to share a vision of how to make a difference in the community.
- ⊗ Build bridges with school boards and city councils by inviting them to performances and openings.



- Ⓢ Balance one-shot arts experiences with long-term, in-depth arts education.
- Ⓢ Measure, evaluate, and document your findings on arts education and the beneficial impact in the community.
- Ⓢ Provide training for artists and teachers to guide them in the best practices for integrating the arts into their curriculum.
- Ⓢ **Above all, get involved!**

### **COMMUNITIES AND NEIGHBORHOODS**

- Ⓢ Attend community performances, exhibitions, and events.
- Ⓢ Create your own performances and an exhibition reflecting the issues, visions, and lives in your neighborhood. (NYC neighborhood piece - [hypertext](#))
- Ⓢ Make sure your city council member is aware of and supports your community's arts
- Ⓢ Explore and value the fine arts and artists in your daily life and neighborhood.
- Ⓢ **Above all, get involved!**

### **COMMUNITY LEADERS**

- Ⓢ Demonstrate the importance of the arts by attending school and neighborhood performances and exhibitions.
- Ⓢ Create a community network or advocacy group to keep abreast of developments in the fine arts and arts in education.
- Ⓢ **Above all, get involved!**

### **SMALL BUSINESSES**

- Ⓢ Donate funds to support fine arts programming in schools, even if it's just for refreshments at a performance, printing flyers, or framing student art.
- Ⓢ Display student art in your place of business. Advertise in programs for student performances.
- Ⓢ **Above all, get involved!**

### **CORPORATIONS, FOUNDATIONS, AND OTHER FUNDERS**

- Ⓢ In guidelines for education grants, encourage a fine arts component.
- Ⓢ As part of the evaluation or follow-up to arts education funding, require some form of dissemination to other educators.
- Ⓢ In funding for artists and performers, require involvement with schools in some way.
- Ⓢ Create collaborative relationships and mentorships that go beyond monetary support; provide funding for artists' and performers' time and expertise.
- Ⓢ Donate funds to provide arts programming in schools, even if it's just for refreshments at a performance, printing a set of flyers, or displaying your logo in exchange for sponsorship of specific events.
- Ⓢ Consider corporate release time for employees to volunteer on behalf of fine arts in education.
- Ⓢ Provide support to raise the level of discourse through arts education training and arts education research.
- Ⓢ **Above all, get involved!**

### **HIGHER EDUCATION COMMUNITY**

- Ⓢ Support involvement of arts education graduate students with schools, art organizations, and the community in a variety of ways.
- Ⓢ Engage the academic community in serious dialogue about fine arts education, art history, art criticism, and aesthetic issues.



- © Encourage pre-service and in-service training of classroom teachers to develop curriculum using the fine arts.
- © **Above all, get involved!**

## For Future Study and Publication

Consider these suggestions action steps for the San Antonio Arts in Education Task Force (SAAIETF), or ideas for creating tools to raise the profile of fine arts education in San Antonio.

### Directory of San Antonio Arts Education Resources

The San Antonio Arts in Education Task Force was formed in to create a much-needed directory of arts education resources throughout the San Antonio area. Community-based arts initiatives, art and artists in the daily lives of neighborhoods, and diverse art forms and artists are critical parts of this directory, a piece that is still important for community-wide use.

### Family Arts Guides

Concise, concrete, and fun guides for families on using community arts resources might be made widely available in bilingual editions, for families, educators, and decision-makers throughout the community. Topics might include:

- © Visiting a Museum
- © Looking at Architecture & the Built Environment
- © Listening to Music Together (and to each other's music)
- © Dance, Choreography, and Learning about Movement
- © Dramatic Play and Theater Throughout a Child's Development

### Best Practices in Fine Arts Education

Beyond this quantitative snapshot of fine arts education in San Antonio, assessing the quality of arts education is an important but highly sensitive area for study and publication. The San Antonio Arts in Education Task Force looks forward to collaborating with others in presentation of best practices in fine arts education in a wide variety of formats, including publishing model curriculum units, sponsoring dialogues about teaching in the arts, and entertaining questions or concerns for further inquiry.

The Arts Dynamic is really a first step in what we hope will be a community-wide conversation that will benefit all of San Antonio.

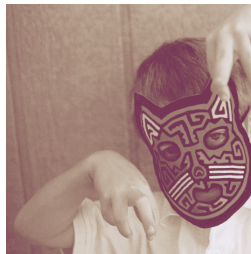


- <sup>1</sup> Ramon C. Cortines, “Making the Case for District-Wide Arts Education,” *Gaining the Arts Advantage: Lessons from School Districts that Value Arts Education*. (President’s Committee on the Arts and the Humanities and Arts Education Partnership, 1999).
- <sup>2</sup> Ken Robinson, “Arts Education’s Place in a Knowledge-Based Global Economy,” *Learning and the Arts: Crossing Boundaries* [see note 1 in “SNAPSHOTS FROM THE DATA” in this report], p. 6. Retrieved June 2001, from [artsedinfo@grdodge.org](mailto:artsedinfo@grdodge.org)
- <sup>3</sup> Ellen Winner and Lois Hetland, “The Arts and Academic Achievement: What the Evidence Shows,” *The Journal of Aesthetic Education* 34 (3/4, fall/winter 2000). Retrieved August 17, 2001, from [pzweb.harvard.edu/Research/REAP.htm](http://pzweb.harvard.edu/Research/REAP.htm)
- <sup>4</sup> Goals 2000: Educate America Act 8 Full citation
- <sup>5</sup> Leilani Lattin Duke, director of the Getty Education Institute for the Arts, as quoted by Karen Rasmussen, “Arts Education — A Cornerstone of Basic Education.” Retrieved August 17, 2001, from Association for Supervision and Curriculum Development web site [www.ascd.org/readin\\_groom/cupdate/1998/1spr.html](http://www.ascd.org/readin_groom/cupdate/1998/1spr.html)
- <sup>6</sup> Eric Oddleifson, “A Fifty School Arts Education Demonstration Project,” *On The Beam, New Horizons for Learning* XI, 1 (Fall 1990), 4-5:251. Retrieved August 17, 2001, from [www.newhorizons.org/art\\_fiftyscharts.html](http://www.newhorizons.org/art_fiftyscharts.html)
- <sup>7</sup> Elliott Eisner, as quoted by Leslie Goldberg, *Christian Science Monitor* (January 30, 1997), Retrieved August 29, 2001, from Department of Music, Bridgewater State College, Bridgewater, Massachusetts. [www.umassd.edu/SpecialPrograms/ArtsLink/MusicIntro.html](http://www.umassd.edu/SpecialPrograms/ArtsLink/MusicIntro.html)
- <sup>8</sup> Judith Lynne Hanna, “Beyond the Soundbite: What the Research Actually Shows about Arts Education and Academic Outcomes” Retrieved August 17, 2001. [http://artsedge.kennedy-center.org/professional\\_resources/overviews/detail.cfm?pub\\_id=58](http://artsedge.kennedy-center.org/professional_resources/overviews/detail.cfm?pub_id=58)
- <sup>9</sup> M. N. H'Doubler, *Dance: A Creative Art Experience* (Wisconsin: University Press, 1959).
- <sup>10</sup> Goldberg.
- <sup>11</sup> Winner.
- <sup>12</sup> Winner.
- <sup>13</sup> Kent Seidel, “How the Arts Contribute to Education: An Evaluation of Research,” Association for the Advancement of Arts Education. Retrieved August 29, 2001, from [www.aaae.org/artsbro/arts\\_bro.htm](http://www.aaae.org/artsbro/arts_bro.htm)
- <sup>14</sup> Ian Elliot, *Music, Dance, Drama and Learning, Highlights Teacher Net*. Retrieved August 29, 2001. [www.teachingk-8.com/archives/html/3\\_98feature1.html](http://www.teachingk-8.com/archives/html/3_98feature1.html)
- <sup>15</sup> Laura Longley, ed. “The Study’s Findings,” *Gaining the Arts Advantage*, p. 9.



An arts education enhances our nation's economic competitiveness  
by developing in students creative problem-solving skills,  
**imagination**, self-discipline, and attention to detail.

*Richard W. Riley, [Former?] Secretary, US Department of Education*





# Appendices

---

School District Questionnaire

Cultural Arts Organization Questionnaire

Data from Other Cities



# School District Questionnaire

## Research questions for the San Antonio Art in Education Task Force 2000

This information will be used in writing a report that will state the 1999-2000 art-in-education activity for the San Antonio area and will be used as a too in securing additional programming for the youth of our community.

School

District \_\_\_\_\_ Date: \_\_\_\_\_

Name: \_\_\_\_\_

Role in District: \_\_\_\_\_ (Superintendent, Principal, Art Coordinator, Art Specialist)

The questions refer to the district as a whole. Please combine all schools into a total count.

1. Please check programs provided in the following areas:

### Kindergarten

☐ Visual Arts

☐ Music

☐ Dance

☐ Theatre

### Elementary

☐ Visual Arts

☐ Music

☐ Dance

☐ Theatre

### Middle School

☐ Visual Arts

☐ Music

☐ Dance

☐ Theatre

### High School

☐ Visual Arts

☐ Music

☐ Dance

☐ Theatre

2. What was the enrollment in each of these areas for the school year 1999-2000?

KINDERGARTEN		ELEMENTARY		MIDDLE SCHOOL		HIGH SCHOOL	
Discipline	# of Students	Discipline	# of Students	Discipline	# of Students	Discipline	# of Students
Visual Arts		Visual Arts		Visual Arts		Visual Arts	
Music		Music		Music		Music	
Dance		Dance		Dance		Dance	
Theatre		Theatre		Theatre		Theatre	

3. How many contact hours did each student receive per week in each area at each level?

KINDERGARTEN		ELEMENTARY		MIDDLE SCHOOL		HIGH SCHOOL	
Discipline	# of Hours	Discipline	# of Hours	Discipline	# of Hours	Discipline	# of Hours
Visual Arts		Visual Arts		Visual Arts		Visual Arts	
Music		Music		Music		Music	
Dance		Dance		Dance		Dance	
Theatre		Theatre		Theatre		Theatre	

4. Did your school district have an art education coordinator or an administrative official that specialized in dealing with art in education issues for the year 1999-2000?

Yes

No

Name: \_\_\_\_\_ Telephone# \_\_\_\_\_



5. How many Fine Arts Specialists did your district employ in 1999-2001? \_\_\_\_\_

6. Please list the number of Fine Art Specialists at each level in 1999-2000.

KINDERGARTEN		ELEMENTARY		MIDDLE SCHOOL		HIGH SCHOOL	
Discipline	# of Specialists	Discipline	# of Specialists	Discipline	# of Specialists	Discipline	# of Specialists
Visual Arts		Visual Arts		Visual Arts		Visual Arts	
Music		Music		Music		Music	
Dance		Dance		Dance		Dance	
Theatre		Theatre		Theatre		Theatre	

7. How many art magnet schools were in your district in 1999-2001? \_\_\_\_\_

8. Did your schools participate in artist-in-residency or visiting artist programs in 1999-2000? Yes ☐ No ☐

9. Please check programs that were utilized by your schools in 1999-2000.

- |   |  |
|---|--|
| <input type="checkbox"/> Arts Teach                     | <input type="checkbox"/> San Antonio Museum of Art                             |
| <input type="checkbox"/> Carver Cultural Canter         | <input type="checkbox"/> San Antonio Symphony                                  |
| <input type="checkbox"/> Class Acts                     | <input type="checkbox"/> Southwest School of Art & Craft's Mobile Arts Program |
| <input type="checkbox"/> Gemini Ink                     | <input type="checkbox"/> SAY Si  |
| <input type="checkbox"/> Guadalupe Cultural Arts Center | <input type="checkbox"/> SPARTS  |
| <input type="checkbox"/> Jump Start Performance Co.     | <input type="checkbox"/> Visual Thinking Strategies                            |
| <input type="checkbox"/> Magik Childrens Theatre        | <input type="checkbox"/> The Witte Museum                                      |
| <input type="checkbox"/> McNay Art Museum               | <input type="checkbox"/> Youth Orchestra of San Antonio                        |
| <input type="checkbox"/> San Antonio Children's Museum  | <input type="checkbox"/> Other _____   |

10. What curriculum or model did your schools use in your art education setting?

11. Please list a person or persons who could relate to us any relevant anecdotal information.  
By sharing stories of successful programs, we will better serve our students.

Name: \_\_\_\_\_ Telephone# \_\_\_\_\_

Thank you for taking the time to answer these research questions. We recognize that your time is valuable and appreciate your participation in this process to benefit the youth of the San Antonio area. Any additional information or comments may be added to the back of this sheet or on attached pages.







# San Antonio Arts in Education Task Force Arts Organization Questionnaire

**Please answer the following questions for the 1999-2000 School Year:  
Attach separate sheets where necessary. Thank you!**

**1.** Name of your organization: \_\_\_\_\_

**2.** Contact name and phone number: \_\_\_\_\_

**3.** Please list the arts programs and/or disciplines you offered to schools in the 1999-2000 school year: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**4.** Which school districts did you provide arts programming for in the 1999-2000 school year? (please list all):  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**5.** Was the arts programming free or at a cost to the school districts? \_\_\_\_\_  
\_\_\_\_\_

**6.** What other organizations, foundations or grants provided funding for these programs?  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**7.** For each school district, please provide a breakdown (per discipline offered):  
*Please copy this portion and attach separate breakdowns for each district if necessary.*

## **#of artists sent into schools:**

Visual Art: \_\_\_\_\_ Theatre/Creative Drama: \_\_\_\_\_ Poetry/Creative Writing: \_\_\_\_\_  
Music: \_\_\_\_\_ Dance: \_\_\_\_\_ Other: \_\_\_\_\_

## **#of contact hours/classes per district**

Visual Art: \_\_\_\_\_ Theatre/Creative Drama: \_\_\_\_\_ Poetry/Creative Writing: \_\_\_\_\_  
Music: \_\_\_\_\_ Dance: \_\_\_\_\_ Other: \_\_\_\_\_

# of students per class (average): \_\_\_\_\_

Please give us the name and phone number of someone who can provide us with anecdotal information, student or artist quotes, or other useful information, (or attach now):  
\_\_\_\_\_



# San Antonio Arts in Education Task Force Arts Organization Questionnaire *for Site Visits*

**Please answer the following questions for the 1999-2000 School Year:  
Attach separate sheets where necessary. Thank you!**

**1.** Name of your organization: \_\_\_\_\_

**2.** Contact name and phone number: \_\_\_\_\_

**3.** Please list the arts programs and/or disciplines you offered **on-site** in the 1999-2000 school year:

---



---



---

**4.** Which school districts did you provide arts programming **on-site** in the 1999-2000 school year?  
(please list all):

---



---



---



---

**5.** Was the arts programming free or at a cost to the school districts? \_\_\_\_\_

---

**6.** What other organizations, foundations or grants provided funding for these programs?

---



---



---



---

**7.** For each school district, please provide a breakdown (per discipline offered):

*Please copy this portion and attach separate breakdowns for each district if necessary.*

## **#of artists teaching on-site:**

Visual Art: \_\_\_\_\_ Theatre/Creative Drama: \_\_\_\_\_ Poetry/Creative Writing: \_\_\_\_\_

Music: \_\_\_\_\_ Dance: \_\_\_\_\_ Other: \_\_\_\_\_

## **#of contact hours/classes on site**

Visual Art: \_\_\_\_\_ Theatre/Creative Drama: \_\_\_\_\_ Poetry/Creative Writing: \_\_\_\_\_

Music: \_\_\_\_\_ Dance: \_\_\_\_\_ Other: \_\_\_\_\_

# of students per class (average): \_\_\_\_\_

**Thank you for your valuable time. Having the most accurate data possible will help us greatly in preparing the best report possible.**



# Resources Worth Consulting

---

San Antonio Area Cultural Arts Resources

San Antonio Area Independent School Districts

Web Sites for Arts Education Information and Reports



# San Antonio Area Cultural Arts Resources

The Alamo	<a href="http://thealamo.org">thealamo.org</a>
Artpace	<a href="http://artpace.org">artpace.org</a>
Arts San Antonio-ArtsTeach	<a href="http://artssanantonio.com/artsteach/artsteach.asp">artssanantonio.com/artsteach/artsteach.asp</a>
The Carver Community Cultural Center	<a href="http://thecarver.org">thecarver.org</a>
Centro Alameda/The Alameda	<a href="http://thealameda.org">thealameda.org</a>
Centro Cultural Atzlan	none 210.432.1896, <a href="mailto:ccatzlan@swbell.net">ccatzlan@swbell.net</a>
City of San Antonio Office of Cultural Affairs	<a href="http://ci.sat.tx.us/daca">ci.sat.tx.us/daca</a>
Class Acts	210.824.1221
Esperanza Peace & Justice Center	<a href="http://esperanzacenter.org">esperanzacenter.org</a>
Gemini Ink	<a href="http://geminiink.org">geminiink.org</a>
Guadalupe Cultural Arts Center	<a href="http://guadalupeculturalarts.org">guadalupeculturalarts.org</a>
Hertzberg Circus Museum	<a href="http://sat.lib.tx.us/Hertzberg/hzmain.html">sat.lib.tx.us/Hertzberg/hzmain.html</a>
Institute of Texan Cultures	<a href="http://texancultures.utsa.edu/public/index.htm">texancultures.utsa.edu/public/index.htm</a>
Instituto Cultural Mexicano/Mexican Cultural Institute	210.227.0123, <a href="mailto:ecortazar@stic.net">ecortazar@stic.net</a>
Jewish Community Center of San Antonio	<a href="http://jccsanantonio.org">jccsanantonio.org</a>
Jump Start Performance Company	<a href="http://jump-start.org">jump-start.org</a>
KG Brickman	<a href="http://kgbrickman.com">kgbrickman.com</a>
Magik Children's Theatre	<a href="http://magiktheatre.org">magiktheatre.org</a>
McNay Art Museum	<a href="http://mcnayart.org">mcnayart.org</a>
National Park Service	<a href="http://nps.gov">nps.gov</a>
Pioneer Trail Drivers & Texas Rangers	210.341.8372, <a href="mailto:FPryor3703@aol.com">FPryor3703@aol.com</a>
San Anto Cultural Arts, Inc.	<a href="http://sananto.org">sananto.org</a>
San Antonio Art League Museum	<a href="http://saalm.org">saalm.org</a>
San Antonio Botanical Center	<a href="http://ci.sat.tx.us">ci.sat.tx.us</a>
San Antonio Children's Museum	<a href="http://sakids.org">sakids.org</a>
San Antonio Dance Umbrella	<a href="http://sadu.org">sadu.org</a>
San Antonio Metropolitan Ballet	<a href="http://sametballet.org">sametballet.org</a>
San Antonio Museum of Art	<a href="http://samuseum.org">samuseum.org</a>
San Antonio Symphony	<a href="http://sasymphony.org">sasymphony.org</a>
San Antonio Visual Thinking Strategies	<a href="http://vue.org">vue.org</a> Local 210.212.4900
San Antonio Zoo	<a href="http://sazoo-aq.org">sazoo-aq.org</a>
SAY Sí	<a href="http://saysi.org">saysi.org</a>
SHARE Students Help Art Reach Everyone	<a href="http://SHARE-sa.org">SHARE-sa.org</a>
Southtown Supports the Arts/SPARTS	210.226.0888
Southwest School of Art & Craft	<a href="http://swschool.org">swschool.org</a>
The San Antonio Brass	John Carroll <a href="mailto:trombal@netcom.com">trombal@netcom.com</a>
Urban 15 Group	<a href="http://urban15.org">urban15.org</a>
Urban smARTS Program	<a href="http://ci.sat.tx.us/comminit/">ci.sat.tx.us/comminit/</a> or <a href="http://sanantonio.gov">sanantonio.gov</a> (Dept of Community Initiatives, Youth Services Div)
U.S. Army Medical Museum	<a href="http://ameddgiftshop.com">ameddgiftshop.com</a>
Witte Museum	<a href="http://wittemuseum.org">wittemuseum.org</a>
Youth Orchestra of San Antonio	<a href="http://yosa.org">yosa.org</a>



# San Antonio Area Independent School Districts

Texas Education Agency

[tea.state.tx.us/](http://tea.state.tx.us/)

## **District**

## **Web Page**

Alamo Heights

[alamo-heights.k12.tx.us](http://alamo-heights.k12.tx.us)

East Central

[east-central.k12.tx.us](http://east-central.k12.tx.us)

Edgewood

[edgewood-sa.k12.tx.us](http://edgewood-sa.k12.tx.us)

Fort Sam Houston

[fort-sam-houston.k12.tx.us](http://fort-sam-houston.k12.tx.us)

Harlandale

[harlandale.k12.tx.us](http://harlandale.k12.tx.us)

Judson

[judsonisd.org](http://judsonisd.org)

Lackland

[lackland.k12.tx.us](http://lackland.k12.tx.us)

North East

[neisd.net](http://neisd.net)

Northside

[nisd.net](http://nisd.net)

Randolph Field

[randolph-field.k12.tx.us](http://randolph-field.k12.tx.us)

San Antonio

[saisd.net](http://saisd.net)

Schertz-Cibolo-Universal City

[scuc.txed.net](http://scuc.txed.net)

Somerset

[someset.k12.tx.us](http://someset.k12.tx.us)

South San Antonio

[south-san-antonio.k12.tx.us](http://south-san-antonio.k12.tx.us)

Southside

[none 210.626.0600](tel:210.626.0600)

Southwest

[southwest.k12.tx.us](http://southwest.k12.tx.us)



# Web Sites for Arts Education Information and Reports

**While this list of is not comprehensive, you will find links to other useful web sites on those listed here.**

## Regional Resources

Texas Commission on the Arts - <http://www.arts.state.tx.us/>

Texas Coalition for Quality Arts Education - <http://www.txarts.net/tcqa/>

North Texas institute for Educators on the Visual Arts- <http://www.art.unt.edu/ntieva/links/>

Texas Arts Education Association - <http://www.coe.uh.edu/taea/>

## National Resources

Arts Education Partnership - [www.aep-arts.org](http://www.aep-arts.org)

The following reports are available at this web site:

“Champions of Change”

Compilation of studies on effects of arts on student achievement in grades K-12.

“Gaining the Arts Advantage”

Summary of outstanding arts education programs in 91 school districts across the country

The NAEP 1997 Arts Report Card

National assessment of the arts in grade 8

Learning Partnerships

Guide for community leaders who seek to combine their talents and resources to address arts education needs

US Department of Education - <http://www.ed.gov/pubs/>

“How the Arts Can Enhance After-School Programs”

Report with examples of how schools and communities around the country are working together in innovative ways

Federal Resource for Educational Excellence – [www.ed.gov/free/s-arts.html](http://www.ed.gov/free/s-arts.html)

An online arts education resources for educators, parents and students

ArtsEdNet, J. Paul Getty Center – [www.artsednet.getty.edu](http://www.artsednet.getty.edu).

American Arts Alliance - <http://www.americanartsalliance.org/>

National Art Education Association - <http://www.naea-reston.org/>

National PTA, Arts in Education - <http://www.pta.org/programs/cultrini.htm>

Arts Edge, The Kennedy Center - <http://artsedge.kennedy-center.org/>

Americans for the Arts - <http://www.artsusa.org/>

National Endowment for the Arts - <http://arts.endow.gov/>

National Assembly of State Arts Agencies - <http://www.nasaa-arts.org/>